



USAID
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READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED
TECHNICAL ASSISTANCE (READ TA) PROJECT

Annual Report

JULY 1, 2015 to JUNE 30, 2016

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ABBREVIATIONS

AAU	Addis Ababa University
AH	Abdulmajid Hussein
CAEB	City Administration Education Bureau
CB	capacity building
CDI	curriculum development and implementation
CEICT	Center for Educational Information Communication Technology
CO	Community Outreach
COP	Chief of Party
CTE	College of Teacher Education
DCOP	Deputy Chief of Party
DPO	disability people's organizations
ECR	English Curriculum Revision
ESA	English Situation Analysis
FSU	Florida State University
FY	fiscal year
G&I	gender and inclusion
G&IE	gender and inclusive education
ICT	Information Communications and Technology
IR	intermediate result
IT	information technology
M&E	monitoring and evaluation
MOE	Ministry of Education
MOU	memorandum of understanding
MT	mother tongue
MTELD	Mother Tongue an English Language Development
MTTF	Mother Tongue Task Force
NA	not applicable
NGO	nongovernmental organization
PSA	public service announcements
Q	quarter
QA	quality assurance
R&C	reading and curriculum
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
REB	Regional Education Bureau
RSEB	Regional State Education Bureau
S&S	scope and sequence
SB	student book
SCC	school cluster center
SCI	Save the Children International
SEN	special education needs
SNE	special needs education
SNNPR	Southern Nations Nationalities and Peoples' Region
STTA	short-term technical assistance
TDP	teacher development program
TELD	Teachers and Educational Leaders Development
TELDP	Teachers and Educational Leaders Development Program
TG	teacher guide
TLL	Tsehai Loves Learning
TOR	terms of reference
TT	teacher trainer
TTM	Teacher Training Manual
USAID	US Agency for International Development

USG	US Government
WEO	Woreda Education Office
WKW	Whiz Kids Workshop
ZED	Zone Education Department

1.PROGRAM OVERVIEW/SUMMARY

Program Name:	Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) Project
Activity Start Date and End Date:	October 8, 2012 to October 8, 2017
Name of Prime Implementing Partner:	RTI International
Cooperative Agreement Number:	AID-663-A-12-00013
Name of Subcontractors/Sub-awardees:	SIL LEAD, Save the Children International, Whiz Kids Workshop, Inveneo, Florida State University, and Books for Africa
Major Counterpart Organizations:	Ministry of Education and Regional State Education Bureaus
Geographic Coverage (cities and/or regions):	Nationwide with project offices in Amhara (Bahir Dar), Tigray (Mekelle), Oromia (Addis Ababa), Ethio-Somali (Jigjiga), and SNNPR (Hawassa).
Reporting Period:	July 1, 2015–June 30, 2016

1.1 Project Description

Initiated in October 2012, the Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) project is a 5-year (2012–2017) US Agency for International Development (USAID)-funded initiative to improve the reading and writing performance of 15 million primary students in seven Ethiopian languages (Amharic, Af-Somali, Afaan Oromo, Tigrinya, Sidaamu Afoo, Wolaytatto, and Hadiyyisa) and English.

Working closely with USAID, the Ministry of Education (MOE) and Regional State Education Bureaus (RSEBs), READ TA is implemented by RTI International and six other implementing partners: Save the Children International (SCI), Florida State University (FSU), Whiz Kids Workshop (WKW), SIL LEAD, Inveneo, and Books for Africa.

READ TA is a major component in the effort toward improving the learning outcomes of primary-school students, specifically in reading and writing. In this regard, the project aims to achieve the following four intermediate results (IRs):

- IR 1: Reading and writing materials appropriate for primary classrooms and pre-service and in-service teacher training developed
- IR 2: Language specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied
- IR 3: Language teaching and learning supported by appropriate technology and teaching aids
- IR 4: Technical assistance to support RSEBs and the MOE for the READ institutional improvement

While working to achieve these IRs, READ TA also strives to address two crosscutting themes of paramount importance in complementing its efforts: (1) gender and inclusion (G&I) and (2) capacity building (CB).

READ TA coordinates project activities from its central office in Addis Ababa, but also operates in five of the biggest regions of Ethiopia. It has opened offices in the regional capitals of Amhara, Oromia, Ethio-Somali, Southern Nations Nationalities and Peoples' Region (SNNPR), and Tigray regional states. The project also remotely works with the Addis Ababa, Afar, Benishangul-Gumuz, Gambela, Dire Dawa, and Harari regional state/city administrations.

1.2 Summary of Results to Date, Quarterly Report

Table 1. Summary of Results to Date, Quarterly Report

Standard Indicators	Baseline Fiscal Year (FY) 2013	Annual Target	Quarter (Q)1 FY 2016	Q2 FY 2016	Q3 FY 2016	Q4 FY 2016	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
Number of teachers, educators, and teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with US Government (USG) support	0	66,000	0	38 (35 male)	66,471 (36,404 male) (Consisting of 1,117 [825 male] teacher trainers [TTs] and 65,354 [35,579 male] school teachers)	0	100.77%	Y
Number of teachers, educators, and teaching assistants who successfully completed pre-service training with USG support	0	240	0	232 (174 male)	0	0	97%	Y
Number of textbooks and learning materials developed	0	16	0	0	0	0	0%	N*

Note: The Annual Performance column depicts the level of achievement expressed as a percentage of actual versus planned.

*Development of revised English language curriculum materials was not completed in FY 2016 due to delays in receiving approvals from the MOE.

1.3 Summary of Results to Date, Annual Report

Table 2. Summary of Results to Date, Annual Report

Standard Indicators	Baseline FY 2013	Actual Prior Year (if applicable)	Annual Target	Annual Actual	Out-Year 1 Target	Out-Year 2 Target	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
Number of teachers, educators, and teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	0	66,000	66,509 (36,439 male)	16,000	Not applicable (N/A)	100.77%	Y
Number of teachers, educators, and teaching assistants who successfully completed pre-service training with USG support	0	234	240	232 (174 male)	240	N/A	0%	Y
Number of textbooks and learning materials developed	0	288	16	0	16 (carried over from FY 2016)	N/A	0%	N*

*Development of revised English language curriculum materials was not completed in FY 2016 due to delays in receiving approvals from the MOE.

2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 Progress Narrative

READ TA's fourth year of implementation was marked by tremendous progress in implementing the majority of activities across all four intermediate results (IRs). Noteworthy achievements during Year 4 include:

- READ TA's successful administration of grants to the MOE to train Grades 1–4 mother tongue (MT) teachers,
- technical assistance provided to RSEBs in rolling out the Grades 1–4 teacher trainings and ensuring training quality,
- finalization of Grades 1–8 model teacher videos,
- successful installation and capacity building to use the READ TA MT package,
- production of final revised pre-service teacher education Modules 1–3, and
- large-scale capacity building training for regional experts and leaders on supporting implementation and monitoring and evaluation (M&E) of the revised MT curriculum.

In addition, READ TA's efforts to implement assistive technology pilot initiatives kicked off in Year 4 and progressed to regionally validated assistive technology action plans. Although most activities under the four IRs were implemented as scheduled, there were a few activities that were delayed due to reasons largely beyond the control of the project, which will be explained in more detail later in the report.

Looking closely at the progress of activities along with the project's IRs, Year 4 activities under IR 1 were largely around providing technical assistance to the MOE in improving the English language curriculum for primary schools. The technical support largely hinged upon the outcomes of an English situation analysis (ESA) that READ TA conducted in Year 3, which was validated by the MOE and regional representatives from Colleges of Teacher Education (CTEs) and disseminated to the MOE, RSEBs, USAID, and other relevant partners in Q2. However, the MOE did not provide official direction as to how READ TA should proceed with technical support until the end of March 2016. As READ TA received the verbal go-ahead from the MOE, it prepared a draft English Curriculum Revision (ECR) plan, validated the plan with the MOE and RSEBs, and started recruitment of consultants for the activities. Unfortunately, due to the delays mentioned above, READ TA was not able to realize its target of developing 16 textbooks and learning materials during Year 4, but expects to accomplish these targets before the end of the project.

Activities lined up for Year 4 under IR 2 progressed well in Year 4 as READ TA successfully administered three teacher training grants, conducted refresher trainings for Grades 1–4 teacher trainers (TTs) in the five regions, trained new TTs for two target regions and two adapting regions, and provided technical support in the planning and rollout of Grades 1–4 teacher training for the five regions and adapting Addis Ababa City Administration and Amhara region. However, the Grades 5–8 teacher training in both READ TA target and adapting regions were not conducted in Year 4 as expected because these activities hinged upon the availability of the Grades 5–8 student books and teachers' guides, which were not printed by the MOE and adaptive regions during Year 4. Moreover, READ TA was not able

to proceed with training MT mentors because the MOE did not yet grant official approval on the mentoring framework, which has led to delayed progress.

READ TA activities along IR 3 progressed well, including the finalization of 145 Grades 1–4 and 90 Grades 5–8 model teacher videos; installation of the READ MT technology package at 36 CTEs; and initial capacity built for CTE MT instructors, CTE Information Communications and Technology (ICT) staff, RSEB ICT officers, and MOE technology staff. During Year 4, READ TA was also able to train 40 local writers in developing seven MT supplementary reading materials aligned to the Grades 1–8 MT curriculum. There were some activities started on track, but were not completed in Year 4, including the assistive technology pilot initiatives that kicked off with validation of regional action plans in the five target regions and the management of donated English supplementary books for which READ TA established a book selection committee and facilitated the selection of demonstration books. Activities that were not accomplished at all in Year 4 included the production of Tsehai Loves Learning (TLL) episodes and the production of public service announcements (PSAs) because the MOE did not give its formal approval to proceed with the activities. As a result, it was agreed between USAID, READ TA, and WKW to drop the PSA activity but to continue discussions with the MOE on the way forward for the TLL episodes.

IR 4 activities were mostly accomplished on schedule. Major accomplishments included successful training of CTE MT instructors on Module 4; production of revised seven MT camera-ready versions of pre-service Modules 1, 2, and 3; production of training toolkits for regional capacity building (CB) workshops; training of regional educational leaders and key M&E staff in the five target regions and adapting Addis Ababa region; and successfully conducting two CB workshops for MOE staff. Progress was made in developing two additional pre-service modules and moving forward in finalizing a strategic document to guide the adaptation of curriculum materials for students with special needs.

Overall, several Year 4 activities were accomplished with relentless efforts of the project staff and active participation of the MOE, RSEBs, Zone Education Departments (ZEDs), CTEs and other stakeholders. As READ TA moves forward to its final year (Year 5), it will work to address the few remaining activities which were not fully completed in Year 4 and exhaust any remaining project activities before closeout.

2.2 Implementation Status

This section of the READ TA project annual report presents the status of implementation along the project's intermediate results. A summary of implementation status will precede a detailed description of accomplishments against planned activities for Year 4.

2.2.1 Summary of Year 4 Accomplishments

This section presents a summary of READ TA's progress across the project's four IRs for Year 4 (July 2015–June 2016).

READ TA Year 4 achievements for IR 1 included the following:

- Updated the Grades 1–4 scope-and-sequence (S&S) document in the seven MTs to align with developed curriculum materials (e.g., student books [SBs] and teachers' guides [TGs]); updating was conducted by seven (one female) RSEB/CTE MT experts with support from seven (1 female) READ TA Reading and Curriculum (R&C) Specialists.

- Validated and disseminated ESA results with the MOE, USAID, RSEBs, CTEs, and other relevant partners; 24 (4 female) people participated in validation and 24 (no female) in dissemination.
- Developed and validated the plan for providing technical support for reading and writing in English with MOE and RSEBs/City Administration Education Bureaus (CAEBs); 23 (3 female) validation workshop participants.

Year 4 achievements for IR 2 included the following:

- Provided refresher training for 36 (3 female) Master Trainers from the five regions; trained additional 24 (5 female) MOE and READ TA experts to support teacher training rollouts.
- Trained two new (males) Master Trainers for adapting Amhara region.
- Provided refresher training for 922 (241 female) Grades 1–4 TTs of five regions; trained additional 45 (5 female) MOE, RSEB, and READ TA experts to support teacher-training rollouts.
- Trained 111 (20 female) new Grades 1–4 TTs for Tigray and Ethio-Somali regions; trained additional 8 (1 female) RSEB experts from same regions to support teacher-training rollouts.
- Trained 59 (26 female) new Grades 1–4 TTs for Addis Ababa City Administration; trained additional 4 CAEB experts to support teacher-training rollouts.
- Trained 25 (5 female) new Grades 1–4 TTs for Adapting Amhara Region; trained additional two (both male) ZED experts to support teacher-training rollouts.
- Adapted Grades 5–8 TT manuals for 12 language communities with eight READ TA/SCI staff; Validated the three MT adapted Grades 5–8 TT Manuals for 12 Language communities with 21 (4 female) MOE and RSEB/CAEB participants.
- Developed MT Teachers' Mentoring Framework in English with 17 (6 female) participants from the MOE, RSEBs, and READ TA; Adapted the English version mentoring framework into seven MTs with 38 (5 female) workshop participants from MOE, RSEBs, CTEs and READ TA.
- Developed MT Teachers' Mentoring Manual in English with 48 (10 female) workshop participants from the MOE, five target region RSEBs, READ TA, and a consultancy firm; Validated the English version MT Teachers' Mentoring Manual with 34 (8 female) participants from the MOE, five RSEBs, primary school MT teachers, and READ TA.
- Adapted the validated English Version MT Teachers' Mentoring Manual to seven MTs with 66 (14 female) MOE experts, RSEB teacher development program (TDP) experts, CTE MT lecturers, and READ TA staff; Validated the adapted MT version Teacher Mentoring Manuals with 96 (15 female) Regional Mother Tongue Task Force (MTTF) members.
- Solicited RSEB reflections on the MT teacher mentoring framework during regional validation of MT version mentoring manuals and shared reflection with the MOE.
- Supported MOE and RSEBs to plan for, rollout, and ensure quality of Grades 1–4 MT teacher trainings in the five target regions and two adapting regions.

- Successfully administered three teacher training grants to train 66,144 Grades 1–4 MT teachers in the five READ TA target regions and two adapting regions.

Year 4 achievements for IR 3 included the following:

- Produced 145 Grades 1–4 model teacher videos in seven MTs that were validated by 35 (8 female) MT experts from their respective languages.
- Developed 15 Grades 5–8 model teacher video standard scripts in English; adapted the English scripts to seven MTs with 26 (4 female) workshop participants from the MOE, RSEBs, ZEDs, and CTEs; validated the adapted seven MT version scripts with 56 (9 female) regional MTTF members.
- Regionally filmed 90 Grades 5–8 model teacher videos in seven MTs and validated the videos with 29 (5 female) participants from the MOE, RSEBs, and READ TA producing 90 final videos.
- Conducted a site survey on 35 CTEs and 9 RSEBs in preparation to install technology package at CTEs.
- Finalized procurement of validated CTE ICT package equipment.
- Developed two user manuals (technical and user) to support installation and use of technology package.
- Organized workshops on the implementation and sustainability of the READ MT package that resulted in it being signed by 10 RSEBs and 36 CTEs; with 101 (7 female) CTE and RSEB workshop participants.
- Successfully installed the READ MT ICT package at 36 CTEs and 10 RSEBs.
- Built initial capacity on the use and support for the READ MT package to 194 MT instructors (45 female), 41 (all male) CTE leaders, 40 (7 female) MOE and RSEB ICT officers, and 42 (3 female) CTE ICT officers.
- Provided intensive training for 74 (9 female) CTE ICT officers and MOE and RSEB personnel on the READ MT package.
- Provided Tier 3 remote technical support for CTEs, resolved technical problems for failed equipment, and successfully resolved 13 technical issues via the FreshDesk platform.
- Developed an instrument to collect data from CTE visits on the use, maintenance, and sustainability of the MT resource package.
- Established five assistive technology regional working groups in the five regions with 82 (21 female) members.
- Collected data from the five regions on the situation of students with special education needs (SEN) and produced region specific reports.
- Identified appropriate assistive technologies and developed regional action plans to support students with SEN in learning to read in a workshop conducted with 54 (20 female) participants from the MOE, RSEBs, disability people's organizations (DPOs), and READ TA; regionally validated regional assistive technology action plans with MTTFs.

- Trained 40 (11 female) local MT writers for seven MT languages on developing supplementary reading materials.
- Established a Donated English Supplementary Books Selection Committee with 14 members from the MOE, RSEB, CAEBs, and READ TA who enriched English supplementary books selection criteria and selected demonstration books.

Year 4 achievements for IR 4 included the following:

- Finalized development of English version pre-service course Module 5 (Introduction to Language and Linguistics; TMT212) with 14 (1 female) CTE MT instructors through support from READ TA/FSU reading experts.
- Developed English prototype of pre-service Module 6 (Children's Literature in Mother Tongue; TMT 223) with READ TA/FSU reading experts.
- Validated English version pre-service course Module 4 with 43 (6 female) relevant MOE, RSEB, and CTE experts. Adapted the English version module into seven MTs with 49 (7 female) CTE, university, RSEB, ZED, and MOE participants. Validated the adapted version of pre-service course Module 4 in six MTs with 56 (3 female) relevant MOE, RSEB, and CTE experts. Finalized post-validation comment incorporation of six MT version Module 4 with eight MOE, RSEB, and CTE representatives.
- Prepared for MT teacher educators training on Module 4 by developing English training materials and training 13 (4 female) MT co-facilitators; trained 219 (54 female) CTE MT teacher educators, MOE experts, and regional and zonal TDP experts on Module 4.
- Instituted built-in and practical mechanism of support for CTE MT instructors to deliver effective, evidence-based, and innovative training in primary reading and writing through involving CTE MT instructors in conducting M&E of module implementation and refining modules using findings.
- Revised data collection instruments for the M&E of Module 4. Trained six CTE instructors to conduct the M&E data collection and collected M&E data on implementation of Module 4 from 12 CTEs in the five regions.
- Revised English and MT versions of pre-service course Modules 1, 2, and 3 with CTE MT instructors using M&E data collected after pilot implementation of the modules. Conducted an external review of the revised seven MT versions of the modules. Produced final revised versions of English and seven MT pre-service Modules 1, 2, and 3.
- Finalized CB plan for MOE and implemented two of the three planned CB workshops. Conducted a CB workshop to foster communication and coordination among MOE directorates for MT curriculum implementation to 26 (6 female) participants from nine directorates. Conducted a workshop to build MOE experts' capacity in MT curriculum development to 14 (7 female) participants.
- Prepared training materials and oriented 18 (6 female) READ TA staff for regional educational leaders' training. Built the capacity of 1,016 (54 female) educational leaders in the five target regions to support implementation of the new MT curriculum. Built the capacity of 144 (19 female) educational leaders in adapting Addis Ababa City Administration with a 4-day training to support implementation of the new MT curriculum.
- Prepared training materials and oriented 25 (7 female) READ TA staff for the regional educational leaders' training on M&E of MT curriculum implementation. Built the

Capacity of 131 (8 female) regional-level key M&E staff in four target regions with a 3-day training to ensure new curriculum implementation. Built the capacity of 1,242 (73 female) Woreda-level key M&E staff in four target regions with a 4-day training to ensure new curriculum implementation.

- Conducted a national consultative workshop on adaptation of new MT curriculum materials for students with SEN with 33 (9 female) MOE, RSEB, and DPO participants and prepared draft strategic document on adaptation of the new MT curriculum for students with SEN.
- Conducted consultative meeting with 24 (11 female) MOE, RSEB leaders, and gender experts on challenges and the way forward in the implementation of the READ TA gender guidelines.

2.2.2 Planned Deliverables and Accomplishments

IR 1. Reading and writing materials appropriate for primary classrooms and pre-service and in-service teacher training developed

The planned activities for Year 4 focused largely on work towards the revision of the primary level English curriculum. This included validation and dissemination of results of a situation analysis on primary-level English (drafted in Year 3), development and validation of a plan for primary-level English curriculum revision (ECR), and implementation of the validated plan for ECR. Progress towards the accomplishment these activities is provided in the sections below.

IR 1.1. Review current language learning materials to see gaps in the reading curriculum: Content, pedagogy, and assessment

This activity was completed prior to Year 4.

IR 1.2. Develop reading and writing curriculum and textbooks for Grades 1–8 with MOE and RSEBs

Accomplishment: Updated the Grades 1–4 scope and sequence (S&S) document in the seven MTs to align with developed curriculum materials (e.g., SBs and TGs)

During the Grades 1–8 curriculum material development, S&S documents were produced for each of the seven MTs prior to the development of the SBs and TGs. However, the original S&S documents went through a number of changes during the materials development process, requiring READ TA to produce an updated version of the S&S document that reflected the actual content found in the final, printed curriculum materials. Updating the S&S activity was vital as various stakeholders requested the S&S documents to guide them in aligning their activities and materials to the revised MT curriculum.

Hence, in Q1 of Year 4, READ TA organized a 2-week S&S updating workshop for each of the seven MTs with 20 participants (5 female) from READ TA, MOE, RSEBs, and CTEs, guided by a local consultant who was part of the original Grades 1–8 curriculum material development (**Table 3**). The updating activity, however, was cut short after a week due to a competing priority that needed the attention of the READ TA R&C Specialists who were key in updating the S&S document.

Table 3. Grades 1–4 S&S Document Updating Workshop Participants

Region	Organization	Position	M	F	Total
Addis Ababa	READ TA	Program staff	1	4	5
	MOE	Language expert	1	0	1
			2	4	6
Amhara	READ TA	R&C specialist	1	0	1
	RSEB-Amhara	MT expert	1	0	1
			2	0	2
Oromia	READ TA	R&C specialist	1	0	1
	RSEB-Oromia	Curriculum expert	1	0	1
			2	0	2
SNNPR	READ TA	R&C specialist	2	1	3
	CTE	Assistant lecturer	1	0	1
	University	Lecturer	2	0	2
			5	1	6
Somali	READ TA	R&C specialist	1	0	1
	RSEB-Somali	MT expert	1	0	1
			2	0	2
Tigray	READ TA	R&C specialist	1	0	1
	RSEB-Somali	R&C performer	1	0	1
			2	0	2
Total			15	5	20

In Q2, the updating activity resumed using an updated and simple template that aimed at bringing faster and more accessible results. Teams of experts in the seven MTs who were involved in the Grades 1–4 material development carried out the updating activity regionally (one RSEB MT expert, one MT consultant, and relevant READ TA R&C Specialists). Before engaging in the updating activity, team members received a 2-day orientation organized at the READ TA central office in Addis Ababa, March 2–3, 2016 (**Table 4**). The orientation workshop mainly focused on introducing a simplified S&S updating template and providing practical exposure to team members on how to use the simplified template. After the 2-day orientation, updating teams for six MTs (except Afaan Oromo) went back to their respective regions and engaged in the updating activity (starting March 29, 2016). The six updating teams finalized the Grades 1–4 S&S updating activity in April 2016 (Q4). The Grades 1–4 Afaan Oromo S&S updating team was not able to begin the updating work together with the other MT teams due to administrative issues that surfaced with the selected consultants. READ TA, however, worked closely with the Oromia RSEB to resolve the problem and the updating activity progressed and was finalized in Q4.

The updated S&S documents for the seven MTs were later sent to respective regional RSEBs for approval. Regional MTTFs provided approval of the Grades 1–4 updated S&S documents and endorsed the documents through letters and regional RSEB stamps. In Year 5, READ TA will work to finalize the design work of the updated documents and share the documents with the MOE, RSEBs, and USAID.

Towards the end of Year 4, READ TA also started a quick updating activity on the Grades 5–8 S&S documents for the seven MTs. This updating activity is limited in scope, compared

with the Grades 1–4 updating activity, because it was limited to translating the remaining English content on current S&S to respective MTs and aligning the documents with the final curricular materials (SBs and TGs). The regional R&C Specialists started the Grades 5–8 updating exercise in Year 4 which will be finalized early in Year 5. For the Grades 5–8 S&S updating, READ TA will follow a similar approval procedure used for the Grades 1–4 documents and will get the documents approved by respective MTTFs to share with the MOE, RSEBs, and USAID.

Table 4. Orientation Workshop on the Revised S&S Updating Template

MT	Organization	Position	Male	Female	Total
Af-Somali	RSEB	MT expert	1	0	1
	READ TA/RTI	R&C Specialist	1	0	1
Afaan Oromo	Addis Ababa University	Lecturer	1	0	1
	READ TA/RTI	R&C Specialist	1	0	1
Amharic	RSEB	MT expert	1	0	1
	READ TA/RTI	R&C Specialist	1	0	1
	Bahir Dar University	Lecturer	1	0	1
Hadiyyisa	Addis Ababa University	Lecturer	1	0	1
	Preparatory school	Teacher	1	0	1
	READ TA	R&C Specialist	1	0	1
Sidaamu Afoo	Hawassa CTE	Lecturer	1	0	1
	ZED	MT expert	1	0	1
	READ TA/RTI	R&C Specialist	1	0	1
Tigrinya	Mekele University	Lecturer	1	0	1
	RSEB	MT expert	1	0	1
	READ TA/RTI	R&C Specialist	1	0	1
Wolayttatto	Wolaita Sodo University	Lecturer	1	0	1
	RSEB	MT expert	1	0	1
	READ TA/RTI	R&C Specialist	0	1	1
N/A	SNNP RSEB	Curriculum expert	1	0	1
	READ TA/RTI	Central technical advisors	0	2	2
Total			19	3	22

IR 1.3. Adaptation of Amharic, Afaan Oromo, and Af-Somali to additional regions for Grades 1–8

This activity was completed prior to Year 4.

IR 1.4. Develop Reading and Writing Materials for English

IR 1.4.1. Develop terms of reference for English Situation Analysis

This activity was completed prior to Year 4.

IR 1.4.2. Design an English Situation Analysis

This activity was completed prior to Year 4.

IR 1.4.3. Validate and disseminate ESA results with MOE, USAID, partners, RSEBs, and CTEs

Accomplishment: Validated and disseminated ESA results with MOE, USAID, partners, RSEBs, and CTEs

In its effort to improve the current primary-level English reading and writing materials in Ethiopia, READ TA carried out a desk study and a field study, which were consolidated into a draft ESA report in Year 3. During Q1 of Year 4, the draft ESA report was thoroughly reviewed internally, submitted to the MOE and USAID for feedback, and finalized to produce

a final ESA report. In Q2, relevant MOE experts and directors, CTE English lecturers, and READ TA staff validated the final report. The validated report was subsequently disseminated to a larger audience, including RSEB heads, MOE and CTE representatives, and organizations working on English and MT education improvement.

The ESA report validation and dissemination was carried out in a 5-day workshop held in Addis Ababa from October 5–9, 2015. The workshop was conducted in two phases where validation of the results took place during the first four days of the workshop (**Table 5**) and dissemination during the last day. Participants of the validation phase included representatives from three Directorates (Mother Tongue and English Language Development [MTELD], Teachers and Educational Leaders Development [TELD], and Curriculum Development and Implementation [CDI]); CTE English lecturers; READ TA R&C Specialists; and READ TA central staff members and consultants for a total of 24 (4 female) participants. By the end of day four, the ESA report had been validated by all participants.

Table 5. English Situation Analysis Validation Workshop Participants

Region	Organization	Position	Male	Female	Total
Addis Ababa	CTE-Kotebe	Lecturer	1	0	1
	MOE	Curriculum, language, and training experts	3	0	3
	READ TA	Senior management and technical staff	2	1	3
			6	1	7
Afar	CTE-Asayita	Lecturer	1	0	1
Amhara	CTE-Dessie	Lecturer	1	0	1
	Read TA	R&C Specialist	1	0	1
			3	0	3
Benishangul-Gumuz	CTE-Gilgel Beles	Lecturer	0	1	1
Gambella	CTE-Gambella	Lecturer	1	0	1
Harar	CTE-Harar	Lecturer	1	0	1
Oromia	CTE-Fichie	Lecturer	1	0	1
	READ TA	R&C Specialist	1	0	1
			4	1	5
SNNPR	CTE-Hawassa	Lecturer	1	0	1
	READ TA	R&C Specialist	1	1	2
			2	1	3
Ethio-Somali	CTE-Dr. Abdul Mejid Hussein	Lecturer	1	0	1
	READ TA	R&C Specialist	1	0	1
			2	0	2
Tigray	CTE-Adwa	Lecturer	1	0	1
	READ TA	R&C Specialist	1	0	1
			2	0	2
Workshop Consultants		International consultant	0	1	1
		Local consultant	1	0	1
			1	1	2
Total			20	4	24

Following its validation and approval, the ESA report was disseminated to a larger audience on October 9, 2015 (**Table 6**). The dissemination workshop was attended by RSEB heads from the 11 regions; representatives from the MOE, CTEs, and organizations working on English and MT education improvement programs; and READ TA central and regional staff. During this dissemination workshop, participants reflected their views on the validated report and shared their best practices. Overall, workshop participants expressed that the ESA report accurately reflected the situation in the regions.

Table 6. English Situation Analysis Dissemination Workshop Participants

Region	Organization	Position	Male	Female	Total
Addis Ababa	Adult and Non-Formal Education Association in Ethiopia	Director	1	0	1
	British Council	Manager	1	0	1
	Link Ethiopia	Project leader	1	0	1
	SIL LEAD	Consultant	1	0	1
	Volunteer Service Overseas	Project manager	1	0	1
	MOE	Curriculum and language experts	3	0	3
	CTE-Kotebe	Instructor	1	0	1
			9	0	9
Afar	CTE-Asayita	Lecturer	1	0	1
Amhara	CTE-Debre Markos	Lecturer	1	0	1
	RSEB	Vice head	1	0	1
			3	0	3
Benishangul Gumuz	RSEB	Expert	1	0	1
Dire Dawa	RSEB	Head	1	0	1
Gambella	CTE-Gambella	Lecturer	1	0	1
		Head representative	1	0	1
			4	0	4
Harari	CTE-Harar	Lecturer	1	0	1
Oromia	CTE	Lecturer	1	0	1
	RSEB	Language expert	1	0	1
	Link Ethiopia	Regional manager	1	0	1
			4	0	4
SNNP	RSEB	Deputy head	1	0	1
Ethio-Somali	CTE-Dr. Hussein	Lecturer	1	0	1
Tigray	CTE-Adwa	Lecturer	1	0	1
	RSEB	Process owner	1	0	1
			4	0	4
Total			24	0	24

Validation comments were incorporated into the ESA report following the validation and dissemination workshop. Subsequently, the final ESA report was submitted to the MOE in November 2015. Moreover, upon request from the CDI Directorate to share the results of the study with a larger group of experts in the directorate, READ TA shared the ESA report with MOE curriculum experts in a half-day workshop organized at the MOE on November 26, 2015. During the workshop, READ TA technical staff, with support from the study consultant, shared the study results and clarified issues to participants. A total of 11 curriculum, MT, and subject area experts from the CDI Directorate attended. Following submission of the final ESA report to the MOE in Q2, READ TA waited for MOE's direction on how to proceed with the recommendations of the report. Approval came late in Q3 (verbally) from the MOE State Minister to go ahead with planning technical support for English. READ TA prepared a draft plan right away after receiving this verbal approval.

IR 1.4.4. Develop plan for providing technical support for reading and writing in English

Accomplishment: Developed and validated plan for providing technical support for reading and writing in English with MOE and RSEBs

The development of a plan for the revision of the primary English curriculum was delayed until Q4 of Year 4 because guidance from the MOE on how to proceed with the English language curriculum activities came late in Q3. When the MOE granted a verbal go-ahead

on preparing a plan to implement recommendations of the ESA, READ TA prepared a draft plan outlining major activities that were necessary to improve the primary-level English curriculum based on the recommendation of the ESA results. The draft plan was reviewed internally at READ TA, involving all central staff and regional managers. READ TA/SIL LEAD experts also reviewed the draft plan and provided feedback. The draft plan was then shared with the MOE and was further refined. The draft plan was validated in a workshop conducted from May 19–21, 2016 in Addis Ababa (**Table 7**).

The participants of the validation workshop included MOE MTELD director and experts, RSEB heads and experts, representatives from British Council, and READ TA/RTI program staff. During the 3-day workshop, a presentation on results of the ESA was made that focused on the need to conduct ESA in Ethiopia, the study objectives, and the results and recommendations with respect to English language curriculum materials, teacher training and support system, and supplementary materials, among others. This was followed by a presentation of the draft ECR work plan. Participants later reviewed the ECR plan in groups and forwarded validation comments. Further discussion by participants related to composition of ECR work teams for different levels, requirements for transition to English as a medium of instruction, and how the ECR plan can address the requirements and adaptation of the Grades 1–8 textbooks for regions.

Table 7. English Curriculum Revision Plan Validation Workshop

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	Director (MTELD)	1	0	1
		Experts (Planning, MT)	4	0	4
	CAEB	Head (Curriculum)	1	0	1
	READ TA	Program staff	5	3	8
	British Council	Manager, English advisor	1	0	1
Afar	RSEB	Vice head	1	0	1
Benishangul Gumuz	RSEB	Expert	1	0	1
Dire Dawa	RSEB	Expert (English)	1	0	1
Gambela	RSEB	Head (curriculum)	1	0	1
Oromia	RSEB	Expert	2	0	2
SNNPR	RSEB	Coordinator (curriculum)	1	0	1
Tigray	RSEB	Process owner	1	0	1
	Bahir Dar University	Consultant	1	0	1
Total			21	3	24

IR 1.4.5. Implement plan for English language as determined in 1.4.4.

This activity will be conducted in Year 5. However, toward the end of Year 4, READ TA started preparation for the initial set of ECR activities through developing scopes of work for consultants, advertising the consultant positions, conducting interviews, and finalizing a selection of consultants for the first ECR activity, the pre-primary English curriculum desk study.

IR 2: Language-specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied

IR 2.1. Assess current teaching methods, learning culture, and practice

This activity was completed prior to Year 4.

IR 2.2. Train Master Trainers and TTs for Grades 1–8

IR 2.2.1a. Refresher training of Master Trainers for remaining Grades 1–4 teachers in five READ TA regions

Accomplishment: Provided refresher training for 36 Master Trainers from the 5 regions; trained additional 24 MOE and READ TA experts to support teacher training rollouts

In an effort to train untrained Grades 1–4 teachers in the five READ TA regions, READ TA provided refresher trainings for Master Trainers. As the MOE secured funds and subsequently identified training dates in Q2, READ TA planned for and conducted the Master Trainers' refresher training from December 21–25, 2015.

According to the MOE, there were more than 63,913 untrained Grades 1–4 MT teachers in the five regions who taught the seven MTs. Therefore, READ TA worked with the MOE and RSEBs to train these teachers who missed the chance to be trained on the revised MT curriculum conducted in Year 3. The training conducted in Year 3 followed a cascade approach where READ TA trained 50 Master Trainers, who then trained 1,194 TTs, who in turn trained 62,867 Grades 1–4 MT teachers in the five regions. In READ TA's Year 4 effort to train a second generation of Grades 1–4 MT teachers, the same cascade approach was adopted. However, since the Master Trainers and TTs who conducted the trainings in Year 3 needed refresher training, READ TA prepared a 5-day refresher training for Master Trainers focusing on basic training topics to ensure a quality cascade of trainings. The number of Master Trainers needed to train the Grades 1–4 teachers was determined on the assumption that trained Master Trainers could train TTs, who in turn would train the teachers in two rounds of training. This was calculated with a training classroom size of 30 participants.

READ TA selected 36 (3 female) former Master Trainers from the original 50 Master Trainers trained in Year 3 based on their previous performance and in consultation with the MOE, RSEBs, and CTEs for the refresher Master Trainers' training. There were also two new Afaan Oromo Master Trainers who were selected and trained in preparation for the teacher training cascade in the Amhara Region for adapted Afaan Oromo curriculum materials.

The Grades 1–4 Teacher Training Manual and presentations designed for a 10-day training session were redesigned to fit a 5-day refresher training by a local consultant. Consequently, READ TA organized the refresher Master Trainers' training for 62 (8 female) participants from December 21–25, 2015 in Addis Ababa. The total number of Master Trainers who came from CTEs, universities, RSEBs, and secondary/preparatory schools was 38 (3 female), where two were for the adapting Amhara region (**Table 8**). Additionally, 24 (5 female) other participants from READ TA and the MOE also took part in the training to equip them with the skills necessary to support the teacher training rollout at various levels, but not to be deployed as Master Trainers.

Table 8. Grades 1–4 Master Trainers Refresher Training Participants

IR 2.2.1b. Train Master Trainers for Grades 5–8 in five READ TA regions

This activity will be conducted in Year 5.

IR 2.2.1c. Train Master Trainers for Grades 1–4 in adaptive nine regions

Accomplishment: Trained 2 new Master Trainers for adapting Amhara region

The Grades 1–4 MT training for the adaptive regions (12 language communities) was planned to take place six weeks prior to the training of actual teachers in the nine regions.

Determining the dates for training of actual teachers was the mandate of RSEBs whose plans dictated READ TA's MT training plan. Among the nine regions/city administrations that adapted the new MT curriculum, only the Addis Ababa City Administration and the Amhara Region demonstrated readiness to train MT teachers in schools. The adapting Addis Ababa City Administration did not need to train Master Trainers as a direct TT Training was preferred. The adapting Amhara region, however, trained two new Master Trainers (both men) seizing the opportunity of a Master Trainers refresher training event. The trained Master Trainers were Afaan Oromo language experts who have worked with READ TA in previous years.

IR 2.2.1d. Train Master Trainers for Grades 5–8 in adaptive nine regions/12 language communities

This activity will be conducted in Year 5.

IR 2.2.2.a. Refresher Training of TTs for Remaining Grades 1–4 teachers in five READ TA regions

Accomplishment: Provided refresher training for 922 Grades 1–4 TTs of five regions; trained additional 45 MOE, RSEB, and READ TA experts to support teacher-training rollouts

In preparation to train untrained Grades 1–4 teachers in the five regions, READ TA conducted regional 5-day TT refresher trainings from January 9–13, 2016. The refresher trainings were conducted at Adama for Oromia, Wukro for Tigray, Dessie and Debre Markos for Amhara, Gode for Ethio-Somali, and Wolaita Sodo for SNNPR. Trainees were 922 (241 female) previously trained TTs from the five regions who were selected on the basis of their previous performance during the teacher training cascade in Year 3.

In addition to TTs, 45 (5 female) participants from READ TA, MOE, and RSEBs took part in the refresher training. The purpose of training these additional participants was to build their capacity to support regions during teacher training rollouts.

The refresher trainings were aimed at updating previously trained TTs with content, approach, and methodology of the revised MT curriculum materials to prepare them for the rollout of trainings for untrained Grades 1–4 actual teachers in the five regions (Error! Reference source not found.).

Table 9. Refresher Training for Grades 1–4 TTs and Support Personnel for Five Regions

Region/Organization	Participant (Position)	Mother Tongue	Male	Female	Total
Amhara	Teacher Trainer	Amharic	104	54	158
Oromia	Teacher Trainer	Afaan Oromo	391	144	535
SNNPR	Teacher Trainer	Hadiyyisa	12	1	13
	Teacher Trainer	Sidaamu Afoo	21	1	22
	Teacher Trainer	Wolayttatto	29	3	32
		SNNPR Total	(62)	(5)	(67)
Ethio-Somali	Teacher Trainer	Af-Somali	53	4	57
Tigray	Teacher Trainer	Tigrinya	71	34	105
Total (TTs)			681	241	922
MOE	Experts (MT)		3	2	5

RSEBs	Experts (TDP, Curriculum)		21	2	23
READ TA/SCI	Regional/Central Staff		16	1	17
Total (MOE, RSEB, and READ TA)			40	5	45
Total			721	246	967

Accomplishment: Trained 111 new Grades 1–4 TTs for Tigray and Ethio-Somali Regions; trained additional eight RSEB experts from same regions to support teacher-training rollouts

Following the training plan shared by the MOE indicating the number of untrained teachers in the five regions, the need to train new TTs for Tigray and Ethio-Somali regions became apparent to comply with the READ TA standard Teacher Trainer to trainee ratio of 1:30. READ TA/SCI first worked with the Tigray and Ethio-Somali RSEBs to select new TTs through MOE-approved selection criteria and later to train 111 (20 female) new TTs in a 10-day workshop held January 9–18, 2016. Among the new TTs, 83 were trained for the Tigray region in Wukro town and 28 were trained for the Ethio-Somali region at Gode town. In addition to the newly trained TTs, eight RSEB experts from Tigray and Ethio-Somali also joined the trainings to extend support to regions in the teacher training rollouts (Error! Reference source not found.).

Table 10. New TTs and RSEB Experts Trained for Tigray and Ethio-Somali Regions

Region	Participant (Position)	Mother Tongue	Male	Female	Total
Tigray	New Teacher Trainer	Tigrinya	66	17	83
	RSEB (Process owner, TDP expert)	Tigrinya	2	0	2
Subtotal			68	17	85
Ethio-Somali	New Teacher Trainer	Af-Somali	25	3	28
	RSEB (TDP and curriculum expert)	Af-Somali	7	0	7
Subtotal			32	3	35
Total			100	20	120

IR 2.2.2b. Train TTs for Grades 5–8 in five READ TA regions

This activity will be conducted in Year 5.

IR 2.2.2c. Train TTs for Grades 1–4 in nine adaptive regions

Accomplishment: Trained 59 new Grades 1–4 TTs for Addis Ababa City Administration; trained additional four CAEB experts to support teacher-training rollouts

Unlike READ TA's cascade practice where Master Trainers Train TTs who in turn train teachers at schools, TTs were directly trained for Addis Ababa City Administration in two rounds. The training followed the Addis Ababa City Administration Education Bureau's notification of training dates for teachers and in recognition of the fact that the new curriculum materials were printed and distributed to schools.

In preparation for the first round of the teachers training in Addis Ababa, READ TA trained a total of 26 (11 female) TTs for 10 days from September 29–October 10, 2015, in Addis Ababa (Error! Reference source not found.). The participants were selected by the Addis Ababa City Administration Education Bureau using MOE-approved selection criteria.

Table 11. First Round Grades 1–4 TT Training for Adapting Addis Ababa City Administration

Organization	Male	Female	Total
Addis Ababa City Administration Education Bureau	5	4	9
Sub-city Education Office	4	1	5
School	6	6	12
Total	15	11	26

Likewise, in preparation for a second round of teachers training in Addis Ababa, which included private school teachers, it became necessary to train additional TTs. Hence, a total of 33 (15 female) additional TTs were trained for 10 days in a workshop held January 9–18, 2016, in Addis Ababa (Error! Reference source not found.). The TTs were similarly selected by the Addis Ababa CAEB through the MOE-approved selection criteria. In addition to the TTs, four CAEB experts were also trained to build their capacity to extend support during teacher training rollouts. A training consultant who also led the first round of TTs training for Addis Ababa facilitated the second round training.

Table 12. Second Round Grades 1–4 TT Training for Adapting Addis Ababa City Administration

Region	Participant/Position	MT	Male	Female	Total
Addis Ababa	Teacher Trainer	Amharic	18	15	33
	City Administration Experts (TDP , Curriculum)	Amharic	4	1	5
	READ TA/SCI	Afaan Oromo	1	0	1
Total			23	16	39

Accomplishment: Trained 25 new Grades 1–4 TTs for Adapting Amhara Region; trained additional two ZED experts to support teacher-training rollouts

Following the training of two Master Trainers for the adapting Amhara region, READ TA worked with the Oromia Special ZED of the Amhara region to select and train 25 (5 female) Afaan Oromo TTs for a 10-day workshop held January 9–18, 2016, in Dessie town (Error! Reference source not found.). In addition to these TTs, two experts from the Oromia Special ZED participated in the training.

Table 13. Grades 1–4 TT Training for Adapting Amhara Region

Region	Participant/Position	Mother Tongue	Male	Female	Total
Amhara	Teacher Trainer	Afaan Oromo	20	5	25
	ZED Experts (TDP and Curriculum)		2	0	2
	RSEB (TDP expert)		0	1	1
Total			22	6	28

IR 2.2.2d. Train TTs for Grades 5–8 in adaptive nine regions/12 language communities

This activity will be conducted in Year 5.

IR 2.2.3. Adapt Grades 5–8 Teacher Training Manual for the 12 language communities

Accomplishment: Adapted Grades 5–8 Teacher Training Manuals for 12 language communities

READ TA adapted the Grades 1–4 Teacher Training Manuals to 12 language communities in nine regions/city administrations in Year 3. During Year 4, READ TA/SCI carried out adaptation of the Grades 5–8 Teacher Training Manuals to 12 language communities in nine

regions/city administrations, which were originally developed in three MTs (Amharic, Afaan Oromo, and Af-Somali). These nine regions/city administrations adapted the Grades 5–8 SBs and TGs to fit their respective regional context during Year 3. The adaptation in Year 4 was conducted to fill the need to have corresponding manuals to use for planned teacher trainings.

A total of eight READ TA/SCI regional teacher training officers and coordinators for Amhara, Oromia, SNNPR, and Somali carried out the adaptation activity from July 10–11, 2015 in Addis Ababa. At the end of the adaptation workshop, 12 Grades 5–8 teacher training manuals were produced for the respective 12 language communities in the nine regions/city administrations. Details of the adaptation activity participants and workshop output are indicated in Error! Reference source not found. and Error! Reference source not found., respectively.

Table 14. Workshop for Adaptation of Grades 5–8 Teacher Training Manuals to 12 Language Communities

TTM Adapted	Organization	Adaptation Workshop Participants			
		Position	Male	Female	Total
Grades 5–8 Amharic	READ TA/SCI	Senior TT Officer	3	0	3
		TT Coordinator	1	0	1
Grades 5–8 Afaan Oromo		Senior TT Officer	2	0	2
		TT Coordinator	1	0	1
Grades 5–8 Af-Somali		Senior TT Officer	1	0	1
		Total	8	0	8

Table 15. Outputs of the Grades 5–8 Teacher Training Manuals Adaptation Activity

MT and Region for which TTM was Originally Developed	Region/City Administration that Adapted the TTM (Number)
Amharic for Amhara Region	Addis Ababa, Afar, Benishangul-Gumuz, Dire Dawa, Gambella, Harari, Oromia, and SNNPR (8)
Afaan Oromo for Oromia Region	Amhara, Harari, and Dire Dawa (3)
Af-Somali for Somali Region	Dire Dawa (1)

IR 2.2.4. Validate Grades 5–8 Teacher Training Manual for the 12 language communities

Accomplishment: Validated the three MT adapted Grades 5–8 Teacher Training Manuals for 12 language communities

Following the adaptation of the manuals to 12 language communities, READ TA/SCI facilitated a 3-day workshop to validate the adapted manuals from July 22–24, 2015, in Adama. A total of 21 (4 female) participants representing the nine regions/city administrations, MOE, and READ TA/SCI, took part in the validation workshop (Error! Reference source not found.).

Table 16. Adapted Grades 5–8 Teacher Training Manuals Validation Workshop Participants

Region	Organization	MT Represented	Position	M	F	Total
Addis Ababa	MOE	—	MT expert	1	0	1

Region	Organization	MT Represented	Position	M	F	Total
			Expert	1	0	1
	RSEB	Amharic	Curriculum expert	0	1	1
	Total			2	1	3
Afar	RSEB	Amharic	Curriculum expert	0	1	1
Amhara	RSEB	Afaan Oromo	Language expert	1	0	1
Benishangul Gumuz	RSEB	Amharic	Language expert	1	0	1
Dire Dawa	RSEB	Af-Somali	MT expert	1	0	1
		Amharic	Language expert	1	0	1
		Afaan Oromo	Language specialist	1	0	1
	Dire Dawa Total			(3)	(0)	(3)
Gambella	RSEB	Amharic	Language expert	0	1	1
Harari	RSEB	Amharic	Language expert	1	0	1
		Afaan Oromo	Teacher	0	1	1
	Harari Total			(1)	(1)	(2)
Oromia	RSEB	Amharic	Language expert	1	0	1
SNNPR	CTE	Amharic	Lecturer	1	0	1
READ TA/SCI		—	Teacher training experts	7	0	7
Grand Totals				17	4	21

In order to incorporate the changes required from the validation workshop READ TA, in consultation with the MOE, facilitated an additional post-validation workshop from August 28–29, 2015 in Addis Ababa. A total of 21 participants (4 females) from the nine regions/ city administrations took part in this post-validation workshop (Error! Reference source not found.). The workshop addressed all concerns and resulted in an accepted validation of the 12 regionally adapted Grades 5–8 TTMs.

Following the post-validation activity, READ TA/SCI regional staff from the three regions (Amhara, Oromia, and Somali) worked with graphic designers to incorporate comments received from the validation and post-validation sessions and finalized the production of 12 Grades 5–8 Teacher Training Manuals. Work was conducted from August 30–September 9, 2015, at the READ TA/RTI Addis Ababa office.

Table 17. Adapted Grades 5–8 Teacher Training Manuals Post-validation Workshop Participants

Region	Organization	Position	M	F	Total
Addis Ababa	MOE	Curriculum expert	0	1	1
	RSEB	Language expert	0	1	1
Afar	RSEB	TELDP	1	0	1
Amhara	RSEB	Language expert	1	0	1
		TDP	1	0	1
	READ TA	TT officers	2	0	2
Benishangul Gumuz	RSEB	Experts (TELDP & MT)	2	0	2
Dire Dawa	RSEB	Experts (TELDP & Language)	3	0	3
Gambella	RSEB	Experts (TELDP & Language)	0	2	2
Oromia	RSEB	TELDP	1	0	1
	READ TA	TT officers	2	0	2

Region	Organization	Position	M	F	Total
		TT coordinator	1	0	1
SNNPR	RSEB	Teacher training expert	1	0	1
	READ TA	TT officer	1	0	1
Somali	READ TA	TT officer	1	0	1
Total			17	4	21

IR 2.3. Support for teacher mentoring

Preparatory activities that transitioned READ TA's teacher mentoring support plan to reality began towards the end of Year 3 through recruitment of a consultancy firm that was tasked with leading a MT teacher mentoring approach and manual development work. Although the selected local consultancy firm started preparatory work in Year 3, the actual mentoring approach and manual development activity was conducted in Year 4, as described in the sections below.

IR 2.3.1.1. Develop teacher mentoring framework/approach building on existing systems

Accomplishment: Developed MT teachers' mentoring framework in English

In Year 4, READ TA's effort to support teacher mentoring started with an initiative to establish a mentoring framework that ensured a sustainable teacher mentoring support system. READ TA organized a mentoring framework development workshop held from July 11–14, 2015, in Addis Ababa, where 17 (6 female) participants from the MOE, RSEBs, and READ TA collaborated with a consultancy firm and developed a draft English version mentoring framework. The workshop also helped outline the way forward in developing a practical mentoring manual. Details of the mentoring approach/framework development workshop participants are in Error! Reference source not found..

Table 18. Teacher Mentoring Framework Development Workshop Participants

Region	Organization	Position	M	F	Total
Addis Ababa	READ TA/SCI	Consultants	2	0	2
		National Coordinator, Teachers Training Manager, Team Leader	2	1	3
	READ TA/RTI	Technical Advisors	0	3	3
	MOE	Language, TDP, Curriculum, and MT Experts	3	1	4
	Addis Ababa Total		(7)	(5)	(12)
Amhara	READ TA	TT Coordinator	1	0	1
	RSEB	Training Expert	1	0	1
	Amhara Total		(2)	(0)	(2)
Oromia	RSEB)-Oromia	Language expert	1	0	1
SNNPR	RSEB-SNNPR	Language expert	0	1	1
Somali	RSEB-Somali	Curriculum expert	1	0	1
Grand Totals			11	6	17

The English version of the draft mentoring framework was shared within READ TA and with the MOE and refined as per reviewer comments. The MOE later organized a short briefing on the mentoring framework, which was held in the presence of the MOE State Minister. The

State Minister, RTI, MTELD Directorate, and SCI further refined the documents after the briefing and then consolidated the final framework. However, the mentoring framework was not yet officially approved by the MOE by end of Year 4.

Accomplishment: Adapted the validated English version mentoring framework into seven MTs

After developing the English version MT teachers' mentoring framework, READ TA/SCI organized a 2-day workshop to adapt the validated English version mentoring framework into seven MTs that was held from December 10–11, 2015, in Addis Ababa (Error! Reference source not found.). A total of 38 (5 female) workshop participants, working on seven separate MT teams, adapted the English version mentoring framework into their respective languages. Participants were composed of READ TA/RTI regional R&C Specialists and CB Specialists, READ TA/SCI Central and Regional Staff, MOE experts from various directorates, RSEB TDP and Curriculum experts, and CTE MT Lecturers.

Table 19. Workshop for Adaptation of English Version Mentoring Framework to Seven MTs

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	MT, SEN, TDP, and curriculum experts	5	3	8
	READ TA/SCI	Teacher training (manager and specialist)	2	0	2
	Addis Ababa Total		(7)	(3)	(10)
Amhara	READ TA/SCI	Regional Manager and TT officer	2	0	2
	CTEs	MT lecturers	1	0	1
	RSEB	TDP expert	1	0	1
	Amhara Total		(4)	(0)	(4)
Oromia	READ TA/SCI	Regional Manager and TT officers	3	0	3
	CTEs	MT lecturers	1	0	1
	RSEB	TDP expert	1	0	1
	Oromia Total		(5)	(0)	(5)
Tigray	READ TA/SCI	Regional Manager and TT officers	3	0	3
	RSEB	Curriculum expert	1	0	1
	RSEB	TDP expert	1	0	1
	Tigray Total		(5)	(0)	(5)
Ethio-Somali	READ TA SCI	Regional Manager and TT officers	3	0	3
	CTEs	MT lecturers	1	0	1
	Ethio-Somali Total		(4)	(0)	(4)
SNNPR	READ TA/SCI	Regional Manager and TT officer	3	1	4
	University	MT lecturers	1	0	1
	RSEB	TDP expert	4	1	5
	SNNPR Total		(8)	(2)	(10)
Grand Total			33	5	38

IR 2.3.1.2. Develop English version of mentoring manual based on MOE-approved approach

Accomplishment: Developed MT Teachers' Mentoring Manual in English

Having drafted the mentoring framework as mentioned in section 2.3.1.1, READ TA/SCI organized a mentoring manual development workshop from July 17–31, 2015 in Addis Ababa. Forty-eight (10 female) workshop participants representing the MOE and RSEBs of the five READ TA regions, READ TA/RTI staff, and READ TA/SCI staff worked with the hired consultancy firm to develop a draft English version of the MT Teacher Mentoring Manual (Error! Reference source not found.). The consultancy firm later conducted a review of the draft and submitted a draft manual to READ TA on August 25, 2015. Subsequently, READ TA/SCI solicited and accommodated feedback from the MOE, READ TA/RTI, and USAID before continuing towards validation of the draft manual.

Table 20. English Version MT Teachers' Mentoring Manual Development Workshop

Region	Organization /Position	Male	Female	Total
Addis Ababa	MOE (Language, TDP, Curriculum, MT, and Gender experts)	4	2	6
	READ TA (Technical staff and Chief of Party [COP])	1	3	4
	Consultants	2	1	3
	Teachers Association	1	0	1
	Addis Ababa Total	(8)	(6)	(14)
Amhara	READ TA/RTI and SCI (TT officer, TT Coordinator, R&C Specialist, and CB Specialist)	5	0	5
	RSEB (Training expert)	1	0	1
	Amhara Total	(6)	(0)	(6)
Oromia	READ TA/RTI and SCI (TT officer, TT coordinator, Gender and Inclusive Education [G&IE] Specialist, CB Specialist, R&C Specialist)	5	1	6
	RSEB (Language expert)	1	0	1
	Oromia Total	(6)	(1)	(7)
SNNPR	READ TA/RTI and SCI (TT officer, TT coordinator, CB Specialist, and R&C Specialist)	5	2	7
	RSEB (Language expert)	0	1	1
	SNNPR Total	(5)	(3)	(8)
Somali	READ TA/RTI and SCI (TT officer, CB Specialist, R&C Specialist)	5	0	5
	RSEB (Language and Curriculum experts)	2	0	2
	Somali Total	(7)	(0)	(7)
Tigray	READ TA/RTI and SCI (TT officer, TT Coordinator, CB Specialist, and R&C Specialist)	5	0	5
	RSEB (TDP expert)	1	0	1
	Tigray Total	(6)	(0)	(6)
Total		38	10	48

IR 2.3.2.1. Validate Mentoring Manual (English version)

Accomplishment: Validated the English version MT Teachers' Mentoring Manual

The draft English version of the MT Teachers Mentoring Manual was validated in a workshop organized by READ TA/SCI from August 12–14, 2015 in Addis Ababa. In the workshop, a total of 34 (8 female) participants (Error! Reference source not found.) representing the MOE (MTELD, TDP, and CDI Directorates), the five RSEBs (TDP), and primary school MT teachers worked with READ TA staff and a consultancy firm to validate the draft English version of the MT Teachers Mentoring Manual.

Table 21. English Version MT Teacher' Mentoring Manual Validation Workshop

Region	Organization/Position	M	F	Total
	READ TA (Technical specialists)	0	2	2
	MOE	2	0	2
	Subtotal	2	2	4
Afar	RSEB (TDP expert)	1	0	1
Amhara	READ TA/SCI (TT officer and TT coordinator)	3	0	3
	RSEB (Expert, Teacher)	1	2	3

Region	Organization/Position	M	F	Total
	Amhara Subtotal	4	2	6
Oromia	READ TA/RTI & SCI (CB Specialist, TT officer, and TT coordinator)	4	0	4
	RSEB (CTE lecturer, teacher)	1	1	2
	Oromia Subtotal	5	1	6
SNNPR	READ TA/RTI & SCI (R&C Specialist, TT officer, & TT coordinator)	1	2	3
	RSEB (TT officer, teacher)	2	0	2
	CTE (Assistant lecturer)	1	0	1
	SNNPR Subtotal	4	2	6
Somali	READ TA (TT officer)	2	0	2
	RSEB (TDP expert)	1	0	1
	CTE (Lecturer)	1	0	1
	Somali Subtotal	4	0	4
Tigray	READ TA (TT officer and TT coordinator)	3	0	3
	RSEB (TDP expert, teacher)	1	1	2
	CTE (MT Expert, Vice Dean, and Officer)	2	0	2
	Tigray Subtotal	6	1	7
Grand Totals		26	8	34

The validated English version of the MT Teachers' Mentoring Manual and the draft mentoring framework were shared internally within READ TA and with the MOE to obtain further feedback. After receiving feedback, the consultant firm refined both the framework and manual accordingly. The MOE later organized a short briefing on the mentoring framework and manual, which was held on August 31, 2015 in the presence of the MOE State Minister. The consultants summarized the approach and clarified concerns and the State Minister, RTI, MTELD, and SCI further refined the documents after the briefing and consolidated the final framework and manual. The MOE approved the Mentoring Manual for adaptation into seven MTs on September 1, 2015.

IR 2.3.2.2. Adaptation of the Mentoring Manual into Seven MTs

Accomplishment: Adapted the validated English Version MT Teachers' Mentoring Manual to seven MTs

Following the MOE's approval of the English version MT Teachers' Mentoring Manual, READ TA organized a workshop for the adaptation of the English version manual into seven MTs from September 30–October 13, 2015. A total of 66 (14 female) workshop participants, working in seven separate MT teams, adapted the English manual to their respective seven MTs (Error! Reference source not found.). The adaptation teams were composed of READ TA/RTI R&C Specialists and CB Specialists from the five regions, all READ TA/SCI regional and central staff, MOE experts from various directorates, RSEB TDP experts, and CTE MT lecturers. There were also seven typists, one for each mother tongue, who assisted the language teams in typing and editing the manuals adapted. READ TA national consultants led the adaptation workshop in collaboration with the READ TA technical team.

Table 22. Workshop for Adaptation of the English Version Mentoring Manual to Seven MTs

Region	Organization	Position	Male	Female	Total
	MOE	MT, SEN, gender, and curriculum experts	5	3	8

Region	Organization	Position	Male	Female	Total
Addis Ababa	READ TA/SCI	Teacher Training Specialist	1	0	1
	READ TA/RTI	Technical Advisor	0	1	1
	Addis Ababa Subtotal		6	4	10
Amhara	READ TA/SCI	Regional Manager and TT officer	2	0	2
	READ TA/RTI	R&Cs and CBs	2	0	2
	CTEs	MT lecturers	2	0	2
	RSEB	TDP expert	1	0	1
	RSEB	Typist/Secretary	0	1	1
	Amhara Subtotal		7	1	8
Oromia	READ TA/SCI	Regional Manager and TT officers	3	0	3
	READ TA/RTI	R&Cs and CBs	2	0	2
	CTEs	MT lecturers	2	0	2
	RSEB	TDP expert	1	0	1
	RSEB	Typist/Secretary	0	1	1
	Oromia Subtotal		8	1	9
Tigray	READ TA/SCI	Manager and TT officers	3	0	3
	READ TA/RTI	R&Cs and CBs	2	0	2
	RSEB	TDP and curriculum experts	3	0	3
	RSEB	Typist/Secretary	0	1	1
	Tigray Subtotal		8	1	9
Ethio-Somali	READ TA/SCI	Regional Manager and TT officers	3	0	3
	READ TA/RTI	R&C and CB Specialists	2	0	2
	CTEs	MT lecturers	2	0	2
	RSEB	TDP expert	1	0	1
	RSEB	Typist/Secretary	0	1	1
	Ethio-Somali Subtotal		8	1	9
SNNPR	READ TA/SCI	Regional Manager and TT officer	3	1	4
	READ TA/RTI	R&C and CB Specialists	3	1	4
	CTEs	MT lecturers	5	0	5
	RSEB	TDP expert	4	1	5
	RSEB	Typist/Secretary	0	3	3
	SNNPR Subtotal		15	6	21
Grand Total			52	14	66

IR 2.3.2.3. Validate the adapted Mentoring Manual with the regional MTTFs

After some delays due to MOE's reluctance to officially approve the mentoring framework READ TA eventually conducted the validation of the MT version teacher mentoring manuals towards the end of Year 4. The event elicited RSEB members' reflections on the mentoring framework, which is intended to inform the MOE's decision on the mentoring framework. Details are provided below.

Accomplishment: Validated the Adapted MT version Teacher Mentoring Manuals with the Regional MTTFs

Regional-level validations of the seven adapted mentoring manuals by respective regional MTTFs were conducted in workshops held in the five regions. Specifically, regional validation of the mentoring manual in Amharic took place from May 20–22, 2016 in Dangila; Afaan Oromo from May 21–23, 2016 in Debreziet; Af-Somali from May 13–15, 2016 in Dire Dawa; Hadiyyisa, Sidaamu Afoo, and Wolayttatto from May 20–22, 2016 in Yirgalem, and Tigrinya from May 14–16, 2016 in Wukro (Error! Reference source not found.). The MTTFs in the five regions reviewed the adapted MT Mentoring Manual in-depth and officially approved the documents. Following the validation, READ TA/SCI ensured incorporation of validation comments in a workshop held from May 23–June 15, 2016 with the READ TA regional MT experts of the respective regions.

Table 23. Validation of Adapted MT Mentoring Manuals in Seven MTs by Regional MTTFs

Region/Language	Organization	Position	Male	Female	Total
Amhara/ Amharic	RSEB	MTTF members	11	1	12
	READ TA/RTI	R&C and G&IE Specialists	1	1	2
	READ TA/SCI	TT Manager, TT officers	4	0	4
Subtotal			16	2	18
Ethio-Somali/ Af-Somali	RSEB	MTTF members	9	1	10
	READ TA/RTI	R&C and G&IE Specialists	3	0	3
	READ TA/SCI	TT Manager, TT officers	2	0	2
Subtotal			14	1	15
Oromia/ Afaan Oromo	RSEB	MTTF members	10	1	11
	READ TA/RTI	Regional Manager and R&C and G&IE Specialists	2	1	3
	READ TA/SCI	TT Manager, TT officers	2	0	2
Subtotal			14	2	16
Tigray/Tigrinya	RSEB	MTTF members	4	2	6
	READ TA/RTI	Regional Manager, R&C Specialist	1	1	2
	READ TA/SCI	TT Manager, TT officers	3	0	3
Subtotal			8	3	11
SNNPR	RSEB	MTTF members	9	1	10
	READ TA/RTI	Regional Manager, R&C and G&IE Specialists	4	2	6
	READ TA/SCI	TT Manager, TT officers	3	1	4
Hadiyyissa	ZED	MTTF members	6	0	6
Wolaytatto	ZED	MTTF members	3	0	3
Sidaamu Afoo	ZED	MTTF members	4	3	7
Subtotal			29	7	36
Total			81	15	96

Accomplishment: Solicited RSEB reflection on the MT Teacher Mentoring Framework and shared reflections with the MOE

After completion of the validation work, READ TA added a half-day discussion session to the mentoring manual validation workshops with MTTF members on the teacher mentoring framework. The objectives of the discussion session in the five regions was to elicit regional MTTF reflection on the feasibility of mentoring framework and identify regional implementation strategies for the teacher mentoring framework.

Review questions were used to guide the regional discussion on the framework that helped taskforce members engage in focused, in-depth reflection on important components of the mentoring framework. MTTFs from all five regions expressed their agreement on the benefits of institutionalizing MT teacher mentoring system for successful implementation of the newly developed Grades 1–8 MT curriculum. The MTTFs also agreed to operationalize the framework considering their regional contexts. Three regions instantly provided their thoughts and plans on how to implement the teacher mentoring framework in their respective regions. Even though READ TA invited key RSEB leaders to participate in the discussions, decisive RSEB leaders did not turn out for the Oromia and Ethio-Somali Regions. However, MTTF members who took part in the discussions debriefed their respective leaders and later submitted results of the discussion to READ TA.

Towards the end of Year4, READ TA discussed the regional reflections on the mentoring framework and shared the report with the MOE, which we hope the MOE will use in its decision on the mentoring framework.

IR 2.3.3.1. Train Mentoring Master Trainers for training of Mentor Trainers of Grades 1–8 MT mentors

This activity will be conducted in Year 5.

IR 2.3.3.2. Train Mentor Trainers of Grades 1–8 MT mentors

This activity will be conducted in Year 5.

IR 2.3.3.3. Provide technical support for training of remaining mentors

This activity will be conducted in Year 5.

IR 2.4. Provide technical assistance to RSEBs for planning teacher training and promoting effective instruction and innovation

IR 2.4.1. Provide continuous technical support to RSEBs in developing a detailed plan and budget for in-service teacher training

Accomplishment: Supported MOE and RSEBs to plan for the Grades 1–4 untrained MT teachers trainings in the five target regions and two adapting regions

During Year 4, READ TA provided technical support to the MOE and RSEBs in planning and implementing large-scale delivery of teacher trainings for untrained Grades 1–4 MT teachers in the five regions and two adapting regions. READ TA/SCI discussed with, gave orientations to, and worked with RSEBs of the five regions and the Addis Ababa CAEB on the teacher training cascade model and the selection of appropriate venues for the trainings.

READ TA closely supported the RSEBs in planning for the Grades 1–4 untrained teachers' trainings in the five READ TA regions. Data on the number of Grades 1–4 MT teachers was also collected through RSEBs that helped in making plans for the trainings.

IR 2.4.2. Provide continuous technical support to RSEBs in implementing in-service teacher training rollout

Accomplishment: Supported MOE and RSEBs rollout and ensure quality of Grades 1–4 MT teachers' trainings in the five target regions and two adapting regions

In Year 4, regions utilized three grants administered through READ TA to conduct large-scale teacher trainings for Grades 1–4. The first grant was used to train Grades 1–4 MT teachers in Addis Ababa government schools, the second grant was used by the five target regions to train untrained Grades 1–4 MT teachers, and the last grant was used by the Addis Ababa CAEB to train Grades 1–4 MT teachers in private schools. READ TA/SCI worked in close collaboration with the MOE, the Addis Ababa CAEB, and the Amhara RSEB to technically support and monitor the teacher training rollouts. This was done through deploying Master Trainers and READ TA Teacher Training experts to training venues. Monitoring guidance notes and checklists were used at all times. Moreover, the deployed personnel worked hard to facilitate instant responses to problems faced along the course of the trainings, as resources permitted.

Add on Activity: Teacher training grant administration

Accomplishment: Successfully administered three teacher-training grants to train Grades 1–4 MT teachers in the five READ TA target regions and two adapting regions

During Year 4, USAID increased the READ TA TEC to add new activities. The add-on specifically entailed issuing grants to the Ethiopia MOE to train at least 52,000 Grades 1–4 teachers and more than 30,000 Grades 5–8 teachers in seven MTs on the READ TA reading and writing in MT training approach and manual.

Consequent to the add-on, READ TA organized a 1-day, high-level consultation with RSEB heads, RSEB vice heads, and relevant MOE directors and leaders on November 10, 2015 to jointly establish timelines, define roles and responsibilities, and clarify milestone expectations in advance of teacher training rollout at the regions. There were 22 (1 female) participants at the meeting (Error! Reference source not found.).

Table 24. First Grant Administration Consultative Meeting with the MOE and RSEBs

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	MTELD Director	1	0	1
		TDP, curriculum, language experts	3	1	4
	RSEB	Deputy Head	1	0	1
Afar	RSEB	Head	1	0	1
Amhara	RSEB	Process owner	1	0	1
Benishangul-Gumuz	RSEB	Deputy Head	1	0	1
Dire Dawa	RSEB	Head	1	0	1
Gambella	RSEB	Deputy Head	1	0	1
Oromia	RSEB	Head	1	0	1
		Training coordinator	1	0	1
SNNPR	RSEB	Deputy Head	1	0	1
Ethio-Somali	RSEB	Head	1	0	1
		TDP process owner	1	0	1
Tigray	RSEB	TDP expert	1	0	1
READ TA		COP, Deputy COP, Regional Grant Manager, in-country Grant Manager, Regional Director	5	0	5
Total			21	1	22

Following the consultative meeting, READ TA started issuing grants to the MOE in the order that the MOE notified the project of regions or region clusters that had demonstrated readiness to train the untrained Grades 1–4 teachers. Hence, READ TA issued Grant #1 to the MOE during Q2 of Year 4 to train 790 Grades 1–4 teachers under the Addis Ababa Education Bureau.

READ TA closely worked with the MOE to ensure that it was ready to launch the training. Moreover, the project fully monitored and verified the conduct and quality of the Addis Ababa training in all 10 venues through a USAID-developed checklist loaded onto tablets using the Tangerine® software application and mobilized its internal staff to accomplish the monitoring in Addis Ababa. The monitoring verified that an acceptable number of Grades 1–4 teachers were trained with satisfactory training quality. Upon successful completion of the Addis Ababa trainings, READ TA successfully transferred funds in the stipulated payment schedule after verifying milestones expected at each phase of the training.

During Q3, READ TA also issued Grant #2 and Grant #3 to the MOE to conduct training of Grades 1–4 MT teachers in the five target regions and two adapting regions. Grant #2 was issued to train 65,342 Grades 1–4 MT teachers in the five regions and the adapting Amhara (for Afaan Oromo) and Addis Ababa regions. Grant #3 was issued to train up to 781 Grades 1–4 private school MT teachers in the adapting Addis Ababa region.

In preparation for the issuance of the second grant to the MOE, READ TA organized an additional 1-day consultative meeting on January 11, 2016, in Addis Ababa (Error! Reference source not found.). A total of 34 (2 female) participants from five RSEBs, the Addis Ababa CAEB, MOE, READ TA, and USAID were in attendance. The meeting, which was opened by the MOE State Minister, helped the MOE and RSEB representatives clearly

understand the grant administration expectations and also helped participants share lessons and recommendations. As a result, the MOE and RSEBs were in a better position to rollout trainings. Following the consultative meeting, READ TA started issuing funds to the MOE after confirming the fulfillment of each milestone.

Table 25. Second Grant Administration Consultative Meeting with the MOE and RSEBs

Region	Organization	Position	Male	Female	Total
	MOE	State Minister	1	0	1
		MTELD Directorate Director	1	0	1
		Experts (MT, Training)	1	1	2
	READ TA/RTI	COP, Deputy COP, Grant Manager, Regional Director, Regional Managers	9	0	9
	READ TA/SCI	Teacher Training Specialist	1	0	1
	USAID	Program Management Specialists	2	0	2
		AOR, READ TA	1	0	1
Addis Ababa	Addis Ababa CAEB	Finance Head	1	0	1
		Experts (Curriculum, Subject)	2	0	2
Amhara	RSEB	Vice Head, Finance Head, Implementer	3	0	3
Oromia	RSEB	Finance head	1	0	1
		Accounts head		1	1
		Head	1	0	1
		TDP expert	1	0	1
SNNPR	RSEB	Vice and Finance heads	2	0	2
Ethio-Somali	RSEB	Finance core, TDP Process Owner	2	0	2
Tigray	RSEB	Vice head, TDP expert, Accountant	3	0	3
Total			32	2	34

Following issuance of the funds, READ TA worked closely with the MOE to ensure that milestones were accomplished as per the grant agreement. Moreover, READ TA prepared for, deployed, and monitored the actual training of teachers in 86 percent of the venues for Grant #2 and 80 percent for Grant #3. Prior to deployment of monitors to the regions, READ TA provided a 1-day training session for 19 READ TA regional staff on January 16, 2016, and for eight external monitors on January 22, 2016. Error! Reference source not found. indicates the number of monitors trained.

Table 26. Training of Grades 1–4 Teachers Training Monitors

Monitors Trained	Male	Female	Total
READ TA Regional Staff	16	3	19
External Monitors	8	0	8
Total	24	3	27

Twenty-four trained monitors were deployed to 86 percent of training venues in the five regions and collected monitoring data that was used by READ TA to confirm whether training had taken place at the agreed standard. To complement and support the field monitors' activity in the regions, READ TA also deployed seven of its central staff to selected venues in the five regions.

The READ TA monitoring verified that an acceptable number of Grades 1–4 teachers were trained with satisfactory training quality for Grant #2 (Error! Reference source not found.). Upon verification of achieved milestones, READ TA transferred funds to the MOE in the

stipulated payment schedule. However, monitoring data verified that the number of teachers trained for Grant #3 was below the acceptable proportion of teachers that needed to be trained, which should have been at least 90 percent of the number of teachers planned. READ TA held discussions with the MOE and USAID on the possibility of training the remaining untrained teachers. The MOE is resorting to receiving final payment prorated for the actual number of teachers trained, as it is not certain that it would be possible to conduct training for the remaining teachers in the current academic year.

Table 27. Grades 1–4 Teacher Training for the Five Regions and Two Adapting Regions under Grant #2

Region	MT	# of Venues	# of Classrooms	Training Dates	# of Teachers Trained		
					Male	Female	Total
Amhara	Amharic	12	186	Feb 1–20	5,433	6,486	11,919
Oromia	Afaan Oromo	36	553	Jan 24–Feb 17	18,593	14,635	33,228
Ethio-Somali	Af-Somali	9	75	Jan 27–Feb 18	4,061	734	4,795
SNNPR	Sidaamu Afoo	3	21	Feb 4–13	473	187	660
	Hadiyyisa	2	11	Feb 4–13	185	151	336
	Wolayttatto	3	32	Feb 4–24	1,363	626	1,989
	Total(SNNPR)	8	64		2,021	964	2,985
Tigray	Tigrinya	9	157	Feb 2–21	4,109	5,230	9,339
Total (5 Regions)		74	1,035		34,217	28,049	62,266
Addis Ababa (Government)	Amharic	10	35	Feb 1–10	255	651	906
Adapting Amhara	Afaan Oromo	1	25	Feb 2–22	940	636	1,576
Total (Adapting Regions)		11	60		1,195	1,287	2,482
Total (Grant #2)		85	1,095		35,412	29,336	64,748

The teacher training for Addis Ababa Grades 1–4 teachers in private schools was conducted in one round. Error! Reference source not found. presents MOE data on the number of teachers trained from Addis Ababa City Administration private schools under Grant #3.

Table 28. Grades 1–4 Teacher Training for Adapting Addis Ababa under Grant #3

Region	MT	# of Venues	# of Classrooms	Training Dates	# of Teachers Trained		
					Male	Female	Total
Addis Ababa (Private)	Amharic	10	26	Feb 1–10	167	439	606

IR 3: Language teaching and learning supported by appropriate technology and teaching aids

IR 3.1. Develop multimedia teaching aids for Grades 1–8 in seven MTs

The development of multimedia teaching aids in the seven MTs was scheduled in two phases based on grade level bands (i.e., Grades 1–4 and Grades 5–8). The development of multimedia teaching aids for Grades 1–4 was conducted in Year 3. However, the produced model teacher videos were not all validated and required additional work in Year 4. The development of multimedia teaching aids for Grades 5–8 was conducted in Year 4.

IR 3.1.1. Rework and finalize Grades 1–4 model videos

The Grades 1–4 model teacher videos rework was planned for Year 4 and was a finalization activity of what had been started in Year 3.

IR 3.1.1.1. Review and edit Grades 1–4 model videos in seven MTs

Accomplishment: Conducted review and editing of 121 reproduced Grades 1–4 model teacher videos in seven MTs

Early in Year 4, READ TA/WKW finalized the remaining review and editing work on the Grades 1–4 model videos in the seven MTs. This prepared the videos for the next validation activity.

IR 3.1.1.2. Review and validate Grades 1–4 model videos in seven MTs

Accomplishment: Produced a total of 145 validated Grades 1–4 model teacher videos in seven MTs

Following the review and edits of the Grades 1–4 model teacher videos, READ TA/WKW led a 2-day workshop to review and validate the model videos in seven MTs. Thirty-five (8 female) professionals representing the seven MTs reviewed and validated the Grades 1–4 model videos from July 6–7, 2015 at READ TA's central office (Error! Reference source not found.). The review and validation process focused on appropriateness, quality, and consistency of the model videos and their alignment to the curriculum materials. In order to facilitate the validation process, checklists were used that helped facilitate discussion, solicit comments from workshop participants, and capture feedback. Moreover, video editors were assigned to each of the seven MT validation teams, which made incorporation of validation comments that took place afterwards faster and easier.

At the end of the validation workshop, 121 videos that had been reproduced late in Year 3 were validated with minor comments from the language-specific task forces. Comments were incorporated and the 121 videos were ready for use. Apart from the 121 videos, 24 additional videos produced early in Year 3 (that obtained validation) were also made available for use, bringing the number of Grades 1–4 model teacher videos to 145. Except for Amharic with 19 videos, a total of 21 Grades 1–4 videos were produced for each of the other six MTs. The videos were later compressed to meet file size requirements to upload as part of the READ MT package.

Table 29. Grades 1–4 Model Teacher Video Review and Validation Workshop Participants

Language Reviewed	Organization	Position	Male	Female	Total
	WKW	Managing Director, Director	1	1	2
	Subtotal		1	1	2
Amharic	MOE	ICT expert	1	0	1
	RSEB	Experts (MT and Curriculum)	2	0	2
	READ TA/RTI	R&C Specialist, G&IE Advisor, CB Advisor	1	2	3
	READ TA/WKW	Technical support	0	1	1
	Subtotal		4	3	7
Afaan Oromo	RSEB	Experts (language and curriculum)	2	0	2
	READ TA/RTI	R&C and G&IE Specialists	1	1	2
	READ TA/WKW	Technical support	1	0	1
	Subtotal		4	1	5

Language Reviewed	Organization	Position	Male	Female	Total
Wolayttatto	Wolayita Sodo University	Lecturer	1	0	1
	ZED	Curriculum expert	1	0	1
	READ TA/RTI	R&C Specialist	0	1	1
	READ TA/WKW	Technical support	1	0	1
Hadiyyisa	ZED	Curriculum coordinator	1	0	1
		Language Expert	1	0	1
	READ TA/WKW	Technical support	0	1	1
Sidaamu Afoo	ZED	Experts (language and MT)	2	0	2
	READ TA/RTI	R&C Specialist	1	0	1
	READ TA/WKW	Technical support	1	0	1
	Subtotal		9	2	11
Af-Somali	RSEB	Experts (language and curriculum)	2	0	2
	READ TA/RTI	R&C and G&IE Specialists	2	0	2
	READ TA/WKW	Technical support	0	1	1
	Subtotal		4	1	5
Tigrinya	MOE	MT expert	1	0	1
	RSEB	Experts (TDP and curriculum)	2	0	2
	READ TA/RTI	R&C Specialist	1	0	1
	READ TA/WKW	Technical support	1	0	1
	Subtotal		5	0	5
Grand Totals			27	8	35

IR 3.1.2. Develop Grades 5–8 model teacher videos

IR 3.1.2.1. Develop and validate model video scripts for Grades 5–8 in English; Adapt and validate scripts for seven MTs

IR 3.1.2.1a. Develop and validate model video scripts for Grades 5–8 in English

Accomplishment: Developed Grades 5–8 model teacher video standard scripts in English

Learning from the Grades 1–4 MT model videos production in Year 3, READ TA initially developed Grades 5–8 standard English scripts in order to have a common starting point. A total of 15 English scripts, each emphasizing a specific skill, were developed by the READ TA technical team, R&C Specialist, and consultants in a workshop conducted from August 10–14, 2015 at READ TA's office in Addis Ababa (Error! Reference source not found.).

The READ TA-developed standard English Grades 5–8 scripts were later reviewed by three international consultants. Comments from their review were incorporated by two READ TA Regional R&C Specialists and the standard English Grades 5–8 model video scripts were ready for the subsequent adaptation activity by the end of August 2015.

Table 30. Grades 5–8 Standard English Model Teacher Video Script Development Workshop

Organization/Region	Position	Male	Female	Total
READ TA (Addis Ababa)	Senior Technical Professional	0	1	1
	G&IE Advisor	0	1	1
	Technical Program Specialist	0	1	1
READ TA (Amhara)	R&C Specialist	1	0	1
READ TA (Oromia)	R&C Specialist	1	0	1
READ TA (SNNPR)	R&C Specialist	2	1	3
READ TA (Tigray)	R&C Specialist	1	0	1
	Consultants	2	0	2
Total		7	4	11

IR 3.1.2.1.b. Adapt model video scripts for Grades 5–8 into seven MTs and validate adapted scripts by taskforce

Accomplishment: Developed adapted Grades 5–8 model teacher video scripts in seven MTs

READ TA conducted adaptation of the standard English version of Grades 5–8 model teacher video scripts to seven MTs in a workshop organized September 15–20, 2015 at READ TA/WKW's office in Addis Ababa (Error! Reference source not found.). Selected language experts from the MOE, RSEBs, ZEDs, and CTEs adapted the scripts grouped into seven MT groups along with READ TA R&C Specialists. The READ TA experts in each group ensured standards were met in adapting the scripts to the MTs. The end of the adaptation workshop saw a total of 92 MT Grades 5–8 model video scripts adapted to the seven MTs. Specifically, 11 Amharic, 14 Afaan Oromo, 13 Af-Somali, 13 Tigrinya, 13 Sidaamu Afoo, 15 Wolayttatto, and 13 Hadiyyisa. The READ TA R&C Specialists verified that the adapted Grades 5–8 MT model video scripts were up to standard and sent the videos to respective task forces in the regions for validation.

Table 31. Grades 5–8 Model Teacher Video Script Adaptation Workshop

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	Language experts	1	1	2
		MT experts	2	2	4
		Production expert	1	0	1
	AAU	Consultant	1	0	1
	Subtotal		5	3	8
Amhara	CTE	Language specialist	1	0	1
Oromia	RSEB	Language expert	1	0	1
		Gender expert	0	1	1
	READ TA	R&C Specialist	1	0	1
	Subtotal		2	1	3
SNNPR	ZED-Hadiya	Language expert	1	0	1
		Coordinator	1	0	1
	ZED-Sidama	Teacher	2	0	2
	ZED-Wolayita	Teacher	1	0	1
	Wolayita Sodo University	Lecturer	1	0	1
	READ TA	R&C Specialist	2	0	2
	Subtotal		8	0	8
Somali	RSEB	MT expert	1	0	1

Region	Organization	Position	Male	Female	Total
		Teacher	1	0	1
	READ TA	R&C Specialist	1	0	1
	Subtotal		3	0	3
Tigray	RSEB	Curriculum experts	2	0	2
	READ TA	R&C Specialist	1	0	1
	Subtotal		3	0	3
Total			22	4	26

Accomplishment: Conducted validation of the adapted Grades 5–8 model teacher video scripts in seven MTs

Validation of the adapted MT versions of the Grades 5–8 scripts by respective regional MTTFs was finalized in Q2. The Afaan Oromo and Tigrinya scripts were validated in workshops concurrently held from September 26–27, 2015, in Sebeta Oromia and Wukro Tigray, respectively. The validation of scripts in Amharic took place from October 3–4, 2015 in Dangila; in Af-Somali from September 30–October 1, 2015 in Jigjiga; and of Hadiyyisa, Sidaamu Afoo, and Wolayttatto from September 30–October 1, 2015 in Butajira. Following the successful validation of the adapted MT version Grades 5–8 scripts in all seven MTs, READ TA/WKW facilitated and followed up the incorporation of validation comments in each adapted MT script. Ensuring that reviewer feedback was incorporated, READ TA then solicited post-validation letters from respective MTTFs for each language to proceed with filming. Error! Reference source not found. presents details on participants of the regional Grades 5–8 script validation workshops.

Table 32. Grades 5–8 Adapted Model Video Scripts Validation Workshop Participants

MT Language	Organization	Position	Male	Female	Total
Af-Somali	RSEB	Curriculum, ICT, gender, language, MT, and TELD experts	6	2	8
	READ TA	Regional Manager	1	0	1
		Finance and Administration Officer	0	1	1
		G&IE Specialist	1	0	1
		Subtotal	8	3	11
Amharic	RSEB	Deputy head	1	0	1
		Core process owner	1	0	1
		Curriculum, gender, MT, and SEN experts	5	1	6
		Process owner	1	0	1
		Process heads	2	0	2
	READ TA	Finance and Administration Officer	1	0	1
		Regional Manager	1	0	1
		R&C Specialist	1	0	1
		Subtotal	13	1	14
Afaan Oromo	CTE	Lecturer	1	0	1
	RSEB	Experts (Language, TELD)	3	0	3
	READ TA	R&C Specialist	1	0	1
		Finance and Administration Officer	0	1	1

MT Language	Organization	Position	Male	Female	Total
			5	1	6
Hadiyyisa	ZED	ICT and gender experts	3	0	3
		Curriculum process coordinator	1	0	1
		Subtotal	4	0	4
Sidaamu Afoo	RSEB	Gender expert	1	0	1
		Teacher Training Officer	1	0	1
	ZED	Curriculum Coordinator	1	0	1
		Gender, language, and TDP experts	1	2	3
		Subtotal	4	2	6
Tigrinya	RSEB	Experts (curriculum, gender, IE, educational standard and quality assurance, planning and resource mobilization, and TELD)	6	1	7
		Vice head	1	0	1
	READ TA	Regional Manager	1	0	1
		R&C Specialist	1	0	1
		CB and Policy Specialist	1	0	1
		Subtotal	10	1	11
	Wolayttatto	ZED	Experts (gender, curriculum, language)	2	1
Curriculum coordinator			1	0	1
Subtotal			3	1	4
Total			47	9	56

IR 3.1.2.2. Film/record and edit model videos for Grades 5–8 in seven MTs

Filming of the Grades 5–8 MT model teacher videos was conducted in two phases: (Phase 1) READ TA prepared for filming and (Phase 2) the model teacher videos were regionally filmed.

Accomplishment: Prepared production team for filming providing orientation on basic video production

Learning from the Grades 1–4 model teacher video production, READ TA recognized the need to provide basic orientation on model video production to all parties involved in the production process for Grades 5–8 model teacher videos. READ TA/WKW organized a 1-day workshop on October 12, 2015, in Addis Ababa. Training participants included the READ TA R&C Specialists; RSEB MT, curriculum, and ICT representatives; model teachers; and MOE representatives; there were 28 (6 female) participants (Error! Reference source not found.). Topics addressed during the training included basics in communication, video production, and script study and understanding. Administration related issues surrounding video production were also addressed. Participants watched sample model videos developed for Grades 1–4 to help stimulate discussions on the production process.

Table 33. Basic Model Video Production Orientation Workshop Participants

Region	MT	Organization	Position	Male	Female	Total
Addis Ababa		MOE	CEICT focal person	2	0	2

Region	MT	Organization	Position	Male	Female	Total
Amhara	Amharic	READ TA/RTI	R&C Specialist	1	0	1
		Universities (Gondar and Bahirdar)	Model teachers	1	1	2
		Subtotal		2	1	3
Oromia	Afaan Oromo	RSEB	ICT and MT experts	1	1	2
		CTE	MT instructor	1	0	1
		Subtotal		2	1	3
Ethio-Somali	Af-Somali	READ TA/RTI	R&C Specialist	1	0	1
		RSEB	Experts	2	0	2
		Subtotal		3	0	3
SNNPR	Hadiyyisa, Sidaamu Afoo, and Wolayttatto	READ TA/RTI	R&C Specialists	2	1	3
		RSEB/ZED	ICT and MT experts	9	1	10
		Subtotal		11	2	13
Tigray	Tigrinya	READ TA/RTI	R&C Specialist	1	0	1
		RSEB	Experts	1	2	3
		Subtotal		2	2	4
Total				22	6	28

Accomplishment: Filmed 90 Grades 5–8 model teacher videos in seven MTs

Filming of the Grades 5–8 model teacher videos took place for six consecutive weeks starting November 27, 2015. With a strong conviction to produce quality model videos that aligned with the true nature of MTs, model teachers, schools, and students were selected carefully and in consultation with the READ TA regional offices and the RSEBs and ZEDs of respective regions. The selected model teachers were provided with the video scripts in advance so that they had sufficient preparation and rehearsal time. READ TA/WKW also put in place a procedure and checklist that helped production teams and the READ TA/RTI R&C Specialists review each video before they left filming locations.

In order to minimize model students' time out of school, filming in the regions was conducted on the weekends, i.e., from Friday to Monday. Filming the Amharic model teacher videos in the Amhara Region was conducted from November 27–30, 2015; Af-Somali videos in the Ethio-Somali Region from December 4–6, 2015; Afaan Oromo videos in the Oromia Region from November 20–23, 2015; the Hadiyyisa, Sidaamu Afoo, and Wolayttatto videos in SNNPR from December 11–29, 2015; and Tigrinya videos in the Tigray Region from January 1–4, 2016 (Error! Reference source not found.). A total of 90 Grades 5–8 MT model teacher videos were filmed in the five regions. The production teams were successful in coordinating and finalizing filming on location as scheduled. Teams also made sure to do basic edits while they were at filming locations in case there were conditions that required re-filming. The on-location basic edit enabled the READ TA/RTI R&C Specialists to check if recorded videos were aligned with corresponding scripts, if there was accurate pronunciation, and if the text on blackboards was spelled correctly.

Table 34. Number of Mother Tongue Model Videos Filmed and Verified on Filming Location

Language	Number of Videos Filmed
Amharic	11

Language	Number of Videos Filmed
Af-Somali	13
Afaan Oromo	13
Sidaamu Afoo	13
Wolayttatto	15
Hadiyyisa	13
Tigrinya	12
Total	90

Following filming in the regions, READ TA/WKW conducted post-filming editing of the videos so that the videos were ready for validation by respective MTTFs.

IR 3.1.2.3. Review and validate Grades 5–8 model teacher videos

Accomplishment: Produced 90 validated Grades 5–8 model teacher videos in seven MTs

Prior to the actual validation of videos by regional MT task forces, READ TA/RTI R&C Specialists reviewed the edited Grades 5–8 model teacher videos with READ TA/WKW editors March 10–11, 2016. The READ TA R&C Specialists worked with editors to fix issues and ensure proper placement of texts, spellings, and the technicality of the videos. After the READ TA/RTI R&C Specialists had the chance to fix and incorporate all their comments, a 2-day workshop was organized March 24–25, 2016, to review and validate the produced videos (Error! Reference source not found.). A total of 29 (5 female) participants from the MOE, RSEBs, and READ TA/RTI R&C Specialists worked on respective MT videos to provide validation comments through a validation checklist.

Table 35. Grades 5–8 Model Teacher Video Validation Workshop Participants

MT Model Teacher Video Review Experts	MT Experts		ICT Experts		READ TA R&C Specialists		MOE Experts		Total		
	M	F	M	F	M	F	M	F	M	F	Total
Af-Somali	3	0	0	0	0	0	0	0	3	0	3
Afaan Oromo	1	1	0	0	1	0	1	0	3	1	4
Amharic	1	1	0	0	1	0	1	1	3	1	4
Hadiyyisa	3	0	1	0	1	0	0	0	5	0	5
Sidaamu Afoo	2	0	1	0	1	0	0	1	4	1	5
Tigrinya	2	0	0	1	1	0	0	0	3	1	4
Wolayttatto	2	0	1	0	0	1	0	1	3	1	4
Total	14	2	3	1	5	1	2	3	25	7	32

Following the 2-day validation workshop, comments were incorporated into the videos on March 26, 2016, in the presence of validation workshop participants from the RSEB and ZED for SNNPR. Having verified that comments were properly incorporated into the videos, post-validation workshop participants signed off on validation checklists approving all 90 Grades 5–8 Model Teacher videos produced in the seven MTs (Error! Reference source not found.).

Table 36. Number of Validated Grades 5–8 Model Teacher Videos in Seven MTs

Mother Tongue	Number of Validated Model Teacher Videos
Af-Somali	13
Afaan Oromo	13
Amharic	11
Hadiyyisa	13
Sidaamu Afoo	13
Tigrinya	12
Wolayttatto	15
Total	90

IR 3.1.3. Develop multimedia software and applications for Grades 1–8

Following READ TA's ICT showcase in Year 3 that featured Papaya (a phonological awareness software application), the software was approved by regions as part of the READ MT package. READ TA worked with RSEBs to record letter sounds for the seven MTs in Year 3. However, READ TA learned that there were disagreements among MT experts on the perfection of recorded sounds in a few MTs. Hence, READ TA had to revisit the recordings and re-record some letters that were under dispute. In Year 4, READ TA finalized the disputed letter sound recordings and programming of the Papaya application with correct and equivocally agreed upon letter sounds. The revised version of the papaya application will replace the existing content at CTEs in Year 5.

IR 3.1.4. Production of TLL episodes

READ TA made efforts to develop scripts for the "Tsehai Loves Learning" (TLL) episodes. However, this activity was stalled in Year 4 as the MOE did not grant approval to proceed. This activity will, therefore, be conducted in Year 5.

IR 3.1.4.1. Develop eight TLL episode scripts in English and Amharic that enhance and support MT implementation

READ TA's Year 4 implementation plan included TLL episodes and public service announcement (PSA) production. In preparation to the production of the TLL episodes and PSAs, READ TA/WKW staff had a brainstorming meeting with representatives from the MOE and READ TA RTI staff on August 14, 2015, at READ TA's office in Addis Ababa (Error! Reference source not found.). During the meeting, READ TA/WKW presented a list of preliminary topics for the episodes and PSAs. Workshop participants built upon the suggested topics and also discussed other issues surrounding the purpose and use of TLL and PSAs.

Near the end of the meeting, participants suggested that READ TA/WKW needed to prepare a document that elaborated on the topics and key messages. Accordingly, READ TA/WKW prepared and shared the requested document, which contained topics identified at the meeting and a synopsis showing the proposed approaches to address the topics in production. However, the activity stopped as READ TA did not obtain the MOE's approval to proceed.

Table 37. TLL Episode Topics and PSA Key Messages Meeting Participants

Organization	Position	Male	Female	Total
READ TA/WKW	Chief Executive Officer, Project Manager, story writer, creative team staff, and program officer	2	4	6
READ TA/RTI	Deputy Chief of Party (DCOP) & technical experts	4	3	7

Organization	Position	Male	Female	Total
MOE	Experts (MT and ICT)	3	0	3
Total		9	7	16

IR 3.1.5. Production of four PSAs in Seven MTs for television and radio

In consultation with USAID and READ TA/WKW this activity was cancelled and dropped from the READ TA Implementation Plan due to the MOE's lack of support for the activity against other priority activities.

IR 3.2. Deploy ICT package and CB to support pre-service MT instruction in CTEs

IR 3.2.1. Identify and get approval for ICT package to support pre-service MT instruction at CTEs

This activity was completed in previous project years.

IR 3.2.2. Procure ICT package and prepare CTEs for installation

IR 3.2.2.1. Procure the validated CTE ICT package and prepare for installation

Accomplishment: Finalized procurement of validated CTE ICT package equipment

The CTE ICT package international procurement that started by the end of Year 3 was completed and equipment cleared through customs in Q1 of Year 4. The procured ICT package items included tablets, projectors, wireless video, speakers, and content servers. The package also contains tablet protective cases and covers, bags/enclosures, connectivity cables, and converter cables.

Accomplishment: Developed two user manuals to support installation and use of technology package

In addition to finalizing the procurement of ICT equipment, READ TA also engaged in other preparatory activities that help installation and use of the package at CTEs. This included the development of two user manuals (e.g., a technical manual prepared for ICT officers and an end user manual prepared for MT instructors) by READ TA/Inveneo.

Accomplishment: Conducted site survey on 35 CTEs and 9 RSEBs in preparation to install technology package at CTEs

In its efforts to enhance MT instruction at CTEs through technology, in Year 3 READ TA conducted site surveys at 35 CTEs and 9 RSEBs. Although the site surveys were completed in Year 3, the final site survey report was finalized by READ TA/Inveneo during Q1 of Year 4. The site survey report provided valuable information on each CTE, categorizing each CTE based on their level of readiness for ICT package installation and outlining preparatory work needed at each facility prior to package installation. READ TA used information from the site survey report to plan and prepare for the actual installation of the package at respective locations.

IR 3.2.2.2. Consult with CTE Deans and CTE ICT and MT Department Heads and RSEBs on CTE implementation and sustainability plan for ICT package

Accomplishment: Organized workshops on the implementation and sustainability of the READ MT package that resulted in a signed memorandum of understanding (MOU) between the RSEBs and CTEs

Prior to installation of the technology package at CTEs, READ TA organized four important ICT package sustainability and implementation planning workshops. The first three workshops were organized for CTE and RSEB representatives invited from the five READ

TA target regions; the workshops were conducted in Debre Tabor, Amhara Region, August 22–23, 2015; Adama Town, Oromia Region, August 26–27, 2015; and Addis Ababa, August 29–30, 2015. Eighty-four (six female) participants took part in these workshops (Error! Reference source not found.).

Table 38. READ MT Package Implementation/Sustainability Planning Workshop for Target Regions

Regions	Positions	Positions	Male	Female	Total
Addis Ababa	READ TA	COP, General Manager, and Capacity Development and Policy Advisor	2	1	3
	MOE	ICT expert	1	0	1
	Subtotal		3	1	4
Amhara	CTE	Deans/Vice Deans	7	0	7
		ICT instructors, officers, and technicians	10	1	11
	RSEB	Deputy head	1	0	1
		ICT coordinator/head	1	0	1
		ICT expert	1	0	1
	READ TA	Regional Manager, Capacity Building Specialist, and Administration and Finance	3	0	3
	Subtotal		23	1	24
Oromia	CTE	Deans/Vice Deans	13	0	13
		ICT instructors	11	1	12
	RSEB	Department head	1	0	1
		ICT expert	1	0	1
	READ TA	Regional Manager, CB Specialist, & Admin	2	1	3
	Subtotal		28	2	30
SNNPR	CTE	Deans/Vice Deans	4	0	4
		ICT instructors, officer, and technicians	3	1	4
		ICT head	1	0	1
	RSEB	ICT head	1	0	1
		Curriculum head	1	0	1
	READ TA	Regional Manager and CB Specialist	2	0	2
	Subtotal		12	1	13
Ethio-Somali	CTE	Dean	1	0	1
		ICT Officer	1	0	1
	RSEB	ICT Officer	2	0	2
	READ TA	Regional Manager and CB Specialist	2	0	2
	Subtotal		6	0	6
Tigray	CTE	Deans	2	0	2
		ICT coordinator/head	1	0	1
		ICT expert	1	0	1
	RSEB	ICT expert	0	1	1
	READ TA	Regional Manager and CB Specialist	2	0	2
	Subtotal		6	1	7
Grand Total			78	6	84

READ TA also organized a separate workshop for 15 RSEB and CTE representatives from non-READ TA target regions from September 7–8, 2015 in Addis Ababa. CTE Deans and Vice Deans, ICT heads, and RSEB heads and delegates participated in the workshop (Error! Reference source not found.).

Table 39. CTE ICT Package Implementation/Sustainability Planning Workshop for Non-Target Regions

Region	Organization	Position	Male	Female	Total
	READ TA	Technical Specialist	0	1	1
		Project Engineer	1	0	1
	Subtotal		1	1	2
Addis Ababa	CTE	Information Technology (IT) Director	1	0	1
	MOE	IT expert	1	0	1
	RSEB	Deputy Head	1	0	1
		ICT Coordinator	1	0	1
	Subtotal		4	0	4
Afar	CTE	Vice Head	1	0	1
		ICT Coordinator	1	0	1
	Subtotal		2	0	2
Benishangul-Gumuz	CTE	ICT Instructor	1	0	1
	RSEB	Deputy Head	1	0	1
		ICT Coordinator	1	0	1
	Subtotal		3	0	3
Gambella	CTE	Dean	1	0	1
		ICT instructor	1	0	1
	RSEB	Head representative	1	0	1
		ICT representative	1	0	1
	Subtotal		4	0	4
Harar	CTE	Dean	1	0	1
	RSEB	ICT Head	1	0	1
	Subtotal		2	0	2
Grand Total			16	1	17

The multiple objectives of the workshops included orienting participants on the revised READ MT package; validating the final site survey finding report; discussing with CTEs the additional preparations required from them so that they could receive, support, and sustain the ICT package; and creating awareness on the proper use of the ICT package. The workshops were also organized to inspire a sense of collaboration among all parties that are involved in implementing the ICT package. The workshops aimed to establish a clear understanding of the READ TA ICT package implementation plan and strategy, the proposed support and maintenance plan, and the collaboration sought from RSEBs and CTEs for implementation.

The workshops were successfully completed at all four venues and resulted in reaching an agreement between the CTEs, RSEBs, and the MOE in the form of signed MOU to work collaboratively to implement and sustain the READ TA MT ICT package. The MOU helped define the roles and responsibilities of the RSEB administration staff, RSEB ICT heads, CTE Deans, CTE ICT Officers, and MT instructors concerning the use and sustainability of the ICT package.

IR 3.2.3. Install ICT package in support of pre-service MT instruction at each CTE

Accomplishment: Successfully installed the READ MT ICT package at 36 CTEs and 10 RSEBs

During Year 4, Q2, READ TA successfully installed the MT ICT package at 36 CTEs in all regions (except Dire Dawa) and provided ICT package items for RSEBs in 10 regions from October 26 to December 3, 2015.

READ TA followed an installation procedure that included handover of READ MT package items to CTEs; installation of the package at CTE data centers and reserved MT classrooms; installation and configuration of the READ TA MT instructional resources on the technology package; provision of hands-on and on-location training to RSEB and CTE ICT Officers on installation and configuration of the ICT equipment and READ TA's MT content resources; and training of MT instructors, CTE Deans and Vice Deans, and ICT focal persons on how to use the MT ICT package.

In an effort to test this installation procedure, READ TA/Invaneo led pilot installations of the ICT package at two sites: the Sebeta Special Needs CTE and Kotebe University College. The installation procedure tested at the two CTEs worked well and READ TA followed a similar procedure to successfully finalize installation of the ICT package at all 36 CTEs. Installation teams were composed of READ TA/Invaneo technical staff (responsible for handling technical aspects of the installation), READ TA/ RTI central and regional staff (responsible for coordinating installation and training of MT lecturers and CTE leadership), and RSEB ICT Officers who technically supported and learned from the installation process). On average, it took the installation teams two days to finalize installations at each CTE—administrative and technical aspects of the installation typically took a day and a half and training of MT instructors and CTE administration took half a day.

At the end of the installation, all 36 CTEs were equipped with a full set of technology items that included tablets with protective cases, a projector with a bag, a document camera with a bag, a wireless video adaptor, a set of speakers, a content server, and connectivity and converter cables. Network infrastructure that ensured wireless access to MT content resources on the MT server were also installed at all the 36 CTEs. RSEB ICT Officers (who travelled to CTEs with the installation teams), as well as CTE ICT Officers who were trained by teams on location, benefited from first hand skill transfer while assisting with the configuration and installation of the READ MT package. All MT instructors, deans, and vice deans who took part in the half-day ICT package training also built their initial capacity to use the MT ICT package. Error! Reference source not found. provides summarized information on the supported CTEs.

Table 40. Information on CTEs with Installed MT ICT Package

Region	Number of CTEs	Name of CTEs
Addis Ababa	1	Kotebe
Afar	1	Asaita
Amhara	10	Debre Birhan, Debre Markos, Begemdir, Dessie, Finote Selam, Gonder, Injibara, Kemisse, Sekota, and Woldiya
Benishangul-Gumuz	1	Gilgel Beles
Gambela	1	Gambela
Harari	1	Harar
Oromia	12	Adolla, Bule Hora, Fitcha, Chiro, Dambi Dollo, Jimma, Mettu, Assela, Robe, Sebeta Special Needs, Nekemt, and Shambu
SNNPR	5	Arba Minch, Bonga, Dilla, Hawassa, and Hosanna
Ethio-Somali	2	Dr. Hussein and Qebridgehar
Tigray	2	Abbiyi Adi and Adwa

Region	Number of CTEs	Name of CTEs
Total	36	

Towards the end of Year 4, READ TA/Invaneo and RSEB ICT Officers conducted maintenance visits to CTEs. They also used these visits to install the READ MT technology package delivered to 10 RSEBs early in Year 4. Hence, READ TA/Invaneo successfully installed the package at 10 RSEBs.

IR 3.2.4. Build capacity to support CTE ICT package

IR 3.2.4.1. Build capacity to support and use READ MT package: Internal training of READ TA CB and R&C Specialists

Accomplishment: Trained 22 READ TA staff on the READ MT package to cascade training at CTEs

In preparation for the deployment of the CTE MT ICT package, READ TA/Invaneo trained 22 (4 female) READ TA/RTI staff on the contents and use of the MT package. Training participants included the READ TA Regional Director, Capacity Development and Policy Advisor, Regional Managers, Knowledge Management Specialist, Database Specialist, CB Specialists, R&C Specialists, and G&IE Specialists (Error! Reference source not found.). Staff also got a chance to practice using the package items during the training.

Table 41. CTE MT ICT Package Training for READ TA Staff

Central/Regional Staff	Region	Male	Female	Total
READ TA central staff	Addis Ababa	2	2	4
READ TA regional staff	Amhara	3	0	3
	Oromia	3	1	4
	SNNPR	4	1	5
	Ethio-Somali	3	0	3
	Tigray	3	0	3
	Total	18	4	22

IR 3.2.4.2. Build capacity to support and use READ MT package: Training of RSEB/MOE ICT Officers

Accomplishment: Built initial capacity of 40 MOE/RSEB ICT Officers on the READ MT package

Prior to the deployment of the CTE MT ICT package to CTEs, READ TA/Invaneo led a 3-day workshop for RSEB and MOE ICT Officers to build their initial capacity to support the package. The training was conducted in Addis Ababa from September 14–16, 2015 where a total of 40 (7 female) participants from the MOE and nine RSEBs took part (Error! Reference source not found.). The training equipped the MOE and RSEB ICT Officers with hands-on experience that enabled them to technically support the implementation of the READ MT package at different levels. Apart from the 3 day training, the RSEB ICT experts accompanied installation teams at CTEs technically supporting the installation teams.

Table 42. CTE MT ICT Package Training for RSEB and MOE ICT Officers

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	ICT experts	5	1	6
	RSEB	ICT experts	2	0	2
	Subtotal		7	1	8
Afar	RSEB	ICT/system administrator	1	0	1
Amhara	RSEB	ICT experts	4	1	5

Region	Organization	Position	Male	Female	Total
Gambella	RSEB	ICT coordinator	1	0	1
Harar	RSEB	ICT experts	2	0	2
Oromia	RSEB	ICT experts	6	0	6
SNNPR	RSEB	ICT experts	5	1	6
		Language specialist	1	0	1
	Subtotal		20	2	22
Ethio-Somali	RSEB	ICT experts	4	0	4
		Experts	0	3	3
	Subtotal		4	3	7
Tigray	RSEB	ICT experts	2	1	3
Total			33	7	40

IR 3.2.4.3. Build capacity to support and use READ MT package: Training of CTE ICT Officers

Accomplishment: Built initial capacity of 42 CTE ICT Officers on the READ MT package

CTE ICT Officers were initially trained while the ICT package installation activity took place at CTEs. The training had two phases where initial capacity was built for 42 (3 female) CTE ICT officers: first was a half-day training they received along with CTE instructors and deans and the second was the practical hands-on training they received while assisting the READ TA/Inveneo installation teams (Error! Reference source not found.44).

Accomplishment: Provided intensive training for 74 CTE ICT Officers and MOE/RSEB personnel on the READ MT package

The CTE ICT Officers received additional intensive training as READ TA wanted to further build their capacity to ensure sustained support for the package. Hence, intensive 3-day trainings were provided primarily for CTE ICT officers/technicians from 34 CTEs (in three rounds), which were conducted from April 18–27, 2016 in Addis Ababa (Error! Reference source not found.). A total of 74 (9 female) participants attended the trainings; five were from the MOE. Other attendees included CTE participants, two vice deans, and six MT instructors. The trainings helped improve the theoretical and technical understanding of CTE ICT personnel on the use and maintenance of the READ MT package so that CTE ICT Officers can sustainably provide support of the package to MT instructors.

Table 43. CTE ICT Officers Training on the READ MT Package Support and Sustainability

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	ICT expert	3	2	5
	CTE (Kotebe)	ICT Officer	1	1	2
Afar	CTE (Asita)	ICT Coordinator	1	0	1
		Instructor	1	0	1
Amhara	CTEs (Begemdir, Debrebirhan, Debremarkos, Dessie, Finoteselam, Gondar, Injibara, & Sekota)	ICT (officer, technician, instructor, coordinator)	13	4	17
		Instructor	1	0	1
		Vise Dean	1	0	1
Benishangul Gumuz	CTE (Gilgel Beles)	ICT Instructor	1	0	1
		ICT technician	1	0	1
Gambela	CTE (Gambela)	ICT technician	1	0	1
		Instructor	1	0	1
Harar	CTE (Harar)	MT lecturer	2	0	2
Oromia	CTEs (Shambu, Sebeta, Robe, Nekemte, Metu, Jimma, Fitcha, Dembidolo, Chiro, Bule Hora, and Assela)	ICT (coordinator, instructor, officer)	12	0	12
		Instructor	5	0	5
		MT lecturer	5	0	5
		Vise Dean	2	0	2
SNNPR	CTEs (Arbaminch, Bonga, Dila, Hawasa, and Hosana)	ICT (head, coordinator, officer, technician)	8	2	10
Ethio-Somali	CTE (Kebrihar)	ICT Officer	1	0	1
		Instructor	1	0	1
Tigray	CTEs (Abyi Adi and Adwa)	ICT (expert & coordinator)	3	0	3
		MT lecturer	1	0	1
Total			65	9	74

IR 3.2.4.4. Build capacity to support and use READ MT package: Training of CTE leadership and MT lecturers in use of the CTE ICT package at each CTE

READ TA trained CTE leaders and MT lecturers in the READ MT package on two different occasions. The initial capacity building work on the ICT package was conducted at the same time as installation work. The second training, although not planned initially, took place during the training of CTE MT instructors on pre-service Module 4, which took place shortly after the initial training that took place on-location at the instructors' CTEs.

Accomplishment: Built initial capacity for 41 CTE leadership and 194 MT instructors on the use of the READ MT package to support MT instruction

READ TA built the initial capacity for CTE leadership and MT instructors in a half-day session organized after finalization of installation work at each CTE. The training was provided by READ TA/RTI and SCI staff who were initially trained on the ICT package prior to CTE deployment. READ TA/Invenco staff also supported the training session as they were responsible for technical issues.

During the training sessions that happened along the installation work at CTEs, 41 (all male) CTE leadership and 194 (45 female) MT instructors were trained. Moreover, 42 (3 female) CTE ICT officers were also trained alongside the CTE leaders and instructors. Overall, a total of 315 (53 female) CTE leadership, MT instructors, CTE ICT Officers, and installation team members accompanying RSEB ICT Officers took part in the series of trainings conducted at the 36 CTEs (Error! Reference source not found.).

Content of the training sessions included a presentation on the use of technology in education, introduction of the READ TA MT content resources and the ICT package items,

demonstration on how to use the ICT package and contents, and participants' individual practice in using the package. Apart from the training session, CTEs were also provided with copies of the READ TA CTE MT ICT package end user manuals for their future reference.

Table 44. CTE ICT Package Training for CTE Leadership, MT Lecturers, and ICT Officers

Region	Organization	MT Lecturers		Dean		Vice Dean		ICT		Others (in-service head, communication, process owner, etc.)		Total		
		M	F	M	F	M	F	M	F	M	F	M	F	Total
Addis Ababa	CTE	6	5	1	0	0	0	2	0	1	1	10	6	16
Afar	CTE	2	0	0	0	1	0	1	0	0	0	4	0	4
	RSEB	0	0	0	0	0	0	2	0	0	0	2	0	2
	Total	8	5	1	0	1	0	5	0	1	1	16	6	22
Amhara	CTE	37	16	3	0	8	0	9	2	0	0	57	18	75
	RSEB	0	0	0	0	0	0	2	0	0	0	2	0	2
	Total	37	16	3	0	8	0	11	2	0	0	59	18	77
Benishangul-Gumuz	CTE	3	1	0	0	1	0	0	0	1	0	5	1	6
	RSEB	0	0	0	0	0	0	1	0	0	0	1	0	1
	Total	3	1	0	0	1	0	1	0	1	0	6	1	7
Gambella	CTE	3	2	0	0	1	0	1	0	1	0	6	2	8
	RSEB	0	0	0	0	0	0	2	0	0	0	2	0	2
	Total	3	2	0	0	1	0	3	0	1	0	8	2	10
Harar		3	0	0	0	1	0	1	0	1	0	6	0	6
Oromia	CTE	43	7	1	0	9	0	9	0	0	0	62	7	69
	RSEB	0	0	0	0	0	0	5	0	0	0	5	0	5
	Total	43	7	1	0	9	0	15	0	0	0	67	7	74
SNNPR	CTE	42	11	4	0	7	0	4	1	3	0	60	12	72
	ZED	0	0	0	0	0	0	0	0	1	0	1	0	1
	Total	42	11	4	0	7	0	4	1	4	0	61	12	73
Ethio-Somali	CTE	11	2	1	0	3	0	0	0	3	0	18	2	20
Tigray	CTE	13	3	1	0	2	0	3	0	0	0	19	3	22
	RSEB	0	0	0	0	0	0	2	2	0	0	2	2	4
	Total	13	3	1	0	2	0	5	2	0	0	21	5	26
Total		149	45	10	0	31	0	39	3	11	1	262	53	315

Accomplishment: Provided additional training for CTE MT instructors on the use of the READ MT package

A few weeks after the finalization of the ICT package installation at CTEs, all CTE MT instructors at the 36 CTEs traveled to Addis Ababa for a training on pre-service Module 4. The training workshop also presented an opportunity to provide additional capacity building training on the MT ICT package to CTE instructors. READ TA conducted a 1-day training on December 11, 2015 to further familiarize CTE MT instructors with the technology package and MT content resources. During the training, READ TA/Invaneo provided detailed information on the READ MT package, which was followed by discussions on issues participants raised regarding its use and sustainability. Participants were also provided with

demonstrations and time to practice on the technology package along with MT content resources. The training, apart from refreshing MT instructors' skill in using the ICT package, opened a platform to share challenges, lessons, and resolutions among participant MT instructors. A total of 205 (51 female) CTE instructors took part in the training conducted in Addis Ababa. Moreover, four MOE (two female) and four RSEB MT experts were part of the training. Details on participants of the training are in **Table 56** in IR 4.2.2.2.

IR 3.2.5. Provide ongoing technical support for READ MT package

IR 3.2.5.1. Provide ongoing technical support for READ MT package at CTE (Tier 1) and regional (Tier 2) Level

READ TA's plan to provide ongoing technical support for the READ MT package at the regional and CTE levels started in Year 4, Q3 after installation of the ICT package was completed in December 2016. The ongoing technical support focused on further building the capacity of CTE and RSEB ICT Officers so that they can provide preventive and incidental maintenance for the READ MT package. READ TA/Invenco facilitated three training sessions (three days each) for 74 ICT staff from CTEs and the MOE (see **Table 43** above), from April 18 to 27, 2016. The trainings helped improve the theoretical and technical understanding of CTE ICT personnel on the use and maintenance of the READ MT package to sustainably provide support of the package to MT instructors.

IR 3.2.5.2. Provide ongoing technical support for READ MT package at the national level: Tier 3 (READ TA)

During Year 4, READ TA/Invenco continued providing remote technical support for CTEs and resolved technical problems for failed equipment. In Q4, READ TA/Invenco successfully resolved 13 technical issues via the FreshDesk platform, including initiating the process of exchanging a few faulty READ MT package equipment at various CTEs. This is a relatively low number of issues to be resolved, which indicates that the CTEs may need to enhance their awareness and understanding on how to effectively utilize the 3-tiered support system to address all technical issues related to the READ MT package implementation. READ TA/Invenco also led weekly ICT coordination calls with READ TA/RTI to ensure all activities of the project were implemented on schedule and well coordinated.

Most importantly, READ TA/Invenco supported the READ MT package through the provision of hands-on training during maintenance visits that started in Q4 of Year 4. In preparation for the maintenance visits, schedules for visits were carefully prepared for efficiency and field teams were trained. From May 9 through the end of June 2016, five maintenance visit teams from READ TA/Invenco collaborated with READ TA/RTI central and regional staff to conduct maintenance visits at 28 CTEs and 9 RSEBs focusing on monitoring how the READ MT package was being used and providing additional capacity to the CTE and RSEB ICT staff for better utilization of the package. During the visits, the maintenance teams successfully resolved minor technical issues and executed hands-on training. Visits to the remaining CTEs will be conducted in July 2016 (Year 5).

IR 3.2.6. Review of ICT package for use, maintenance, and sustainability

Accomplishment: Developed instrument to collect data from CTE visits on the use, maintenance, and sustainability of the MT resource package

The READ TA team developed instruments to collect data from CTE visits on the use, maintenance, and sustainability of the MT resource package, including technology and content items. The purpose of the checklist was to support the systematic and structured collection of basic data for any READ TA staff or partner visiting CTEs for any activity over the coming year. The checklist is self-explanatory and self-guiding and will be administered

electronically using Tangerine, RTI's open-source data collection platform. The checklist will be field-tested in Year 5.

IR 3.3. Implement regional assistive technology CB projects

In alignment with USAID's education, evaluation, gender, and disability policies, disabilities inclusion is a crosscutting priority under READ TA. Therefore, the regional assistive technology CB initiative started in Year 4, accomplishing major preparation activities.

IR 3.3.1. Conduct consultative workshops and establish assistive technology regional working groups

Accomplishment: Established assistive technology regional working groups in the five regions

To complement its effort toward improving reading and writing performance of Ethiopian primary-school children, READ TA planned to rollout assistive technology CB pilot initiatives. To start, READ TA organized regional-level consultative workshops in the five target regions to consult with stakeholders on the plan for the initiative and also familiarize participants with the Initiative. A total of 82 (21 female) participants from the MOE, RSEBs, CTEs, DPOs, and nongovernmental organizations (NGOs) took part in the workshops conducted on March 16, 2016 for Amhara, Dangila; March 18, 2016 for Oromia, Addis Ababa; March 22, 2016 for Tigray, Wukro; March 17, 2016 for Ethio-Somali Jigjiga; and March 17, 2016 for SNNPR, Butajira.

During the regional consultative workshops, regional working groups were established for each of the five regions with members ranging from eight to nine people. The established working groups consisted of regional MTTF members; RSEB special needs education (SNE), inclusive education, and ICT experts; and representatives from DPOs and other NGOs working with persons with disabilities having regional presence. The working groups were tasked with the responsibility of overseeing the implementation of the initiative and, in the process, building their capacity to assess the needs, design, implement, and evaluate technology-supported initiatives that promote early reading and writing. Moreover, during the regional workshops, participants that had contributed ideas for a guideline outlining the composition, roles, and responsibilities of the working group reviewed the document for its alignment with regional context and needs. Error! Reference source not found. provides information about the number and type of participants at the regional consultative workshops.

Table 45. Regional Consultative Workshops on the Assistive Technology Pilot Initiative

Region	Organizational Representation	Male	Female	Total
Amhara	RSEB, DPO, NGOs, and READ TA	16	4	20
Oromia	MOE, RSEB, CTE, DPO, and READ TA	13	3	16
Ethio-Somali	RSEB and READ TA	12	3	15
SNNP	RSEB, DPO, and READ TA	9	6	15
Tigray	RSEB, NGO, DPO, and READ TA	11	5	16
Total		61	21	82

IR 3.3.2. Conduct review of situation of students with SEN at regions

Accomplishment: Collected data from the five regions on the situation of students with SEN and produced region-specific reports

To inform the assistive technology pilot initiative, READ TA prepared data collection tools during Q2. Regional-level data collection was conducted March 29–April 5, 2016, led by READ TA/RTI regional G&IE Specialists and selected external data collectors from the

regions. Apart from the READ TA/RTI G&IE Specialists, there were two external data collectors for Amhara, four for Tigray, four for Oromia, six for SNNPR, and three for Ethio-Somali regions. The regional data collection teams collected data from RSEBs, CTEs, and schools (regular and SNE). The data was analyzed regionally by READ TA G&IE Specialists who produced region specific reports on the situation of students with SEN. The data mainly focused on the status of SNE, figures on the number of students with disabilities, the types of disabilities, the available technologies and teaching aids used to support the students, and the existence of other initiatives, by both government and NGOs, on inclusive education from the respective RSEBs.

IR 3.3.3. Identify appropriate assistive technologies and develop action plans to support students with SEN in learning to read in each region

Accomplishment: identified appropriate assistive technologies and developed regional action plans to support students with SEN in learning to read

Following data collection from the five regions on the situation of students with disabilities, a central-level workshop was conducted from April 12–15, 2016 in Bishoftu to share reports on the data collected, present technologies, and prepare regional action plans outlining appropriate and modest assistive technologies that can support students with SEN in learning to read (Error! Reference source not found.). Workshop participants included regional working group members; MOE Directorate Directors for Special Support, Inclusive Education, and CEICT; special needs and curriculum experts from the MOE and RSEBs; DPO representatives; READ TA staff and an NGO representative for a total of 54 (20 female) participants.

In the workshop, the regional working groups collaborated with workshop participants to jointly assess needs and agree on technology that can best be integrated to support early reading and writing for heterogeneous learners in their region. It was agreed that the regional initiatives would focus mainly on the mild forms of disabilities (low vision & hard of hearing) rather than the severe forms (blind & deaf) which are being addressed through other initiatives. Following the discussions, regional action plans were developed by the regional working groups, focusing on how to implement the identified technologies at primary schools.

Table 46. National Workshop to Identify Appropriate Assistive Technologies and Develop Regional Assistive Technology Action Plans

Region	Organization	Position	Female	Male	Total
	READ TA/RTI	Central program staff	1	2	3
		Regional managers and technical specialists	3	6	9
	READ TA/SCI	TT Officer	0	1	1
	RTI	Technical Leader, ICT	1	0	1
Addis Ababa	Ethiopian National Association of Disability (ENAD)	Program staff	0	2	2
	High school	Sign language teachers	2	0	2
	MOE	Director (special support and inclusive education, CEICT)	0	2	2
		Experts (SNE, language)	1	2	3
Amhara	CTE (Debrebirhan)	MT lecturer	1	0	1
	School	Student	1	0	1
Oromia	RSEB	SNE expert	0	1	1
	CTE (Sebeta)	Lecturer	0	1	1
SNNPR	RSEB	Experts (SNE, language, curriculum)	3	3	6
	ZED	Quality assurance	0	1	1

Region	Organization	Position	Female	Male	Total
	NGOs (association and education, AOE, DAOB)	Manager, Assistant Manager	2	3	5
Afar	CTE (Asaita)	Program design expert	0	1	1
Ethio-Somali	RSEB	Experts (language, ICT, quality assurance)	2	5	7
		Team leader	0	1	1
	School	Teacher	0	1	1
Tigray	RSEB	Case manager	0	1	1
		Experts (ICT, gender)	3	0	3
	NGO (SEN)	Director, Program director	0	2	2
Total			20	35	55

IR 3.3.4. Validate action plans for pilot assistive technology projects

Accomplishment: Validated regional assistive technology action plans with MTTFs

The action plans prepared by each regional working group (see 3.3.3) were presented to regional MTTFs by members of the regional assistive technology working groups and subsequently validated at workshops organized in the five regions (Error! Reference source not found.). Except the Ethio-Somali region, the other regions decided to focus on partial sight and hard of hearing students. The Ethio-Somali region preferred to focus on hard of hearing students only. A screening tool for vision and hearing, audio versions of SBs and TGs, and adapted versions of the new MT curriculum were the preferences of regions to conduct the assistive technology pilot imitative.

Table 47. Validation of Regional Assistive Technology Action Plans

Region	Organization	Position	Male	Female	Total
Amhara	RSEB	Vice head	1	0	1
		Process (owner, head, coordinator, representative)	5	1	6
		Experts (gender, SNE)	3	2	5
	READ TA/RTI	Regional Manager, technical specialists	2	1	3
	READ TA/SCI	TT Officer	1	0	1
Oromia	RSEB	Experts (gender, ICT, SNE)	2	1	3
	CTE (Sebeta)	Lecturer	1	0	1
	Oromia Association of the Blind	Gender secretary	0	1	1
	READ TA/RTI	Technical specialists	1	2	3
	READ TA/SCI	TT Officer	1	0	1
SNNPR	RSEB	Experts (ICT, curriculum, plan)	4	0	4
	ZED	Quality assurance	1	0	1
	READ TA	Regional Manager, technical specialist	2	2	4
Tigray	RSEB	Process owners, case manager	2	2	4
		Experts (TDP, ICT, SNE)	2	1	3
Ethio-Somali	RSEB	Team leader, experts, officer	7	3	10
	CTE (Asaita)	Program design	1	0	1
	High School	Teacher	1	0	1
	READ TA	Technical specialists	1	1	2
Total			38	17	55

IR 3.3.5. Procure approved assistive technologies and provide training

This activity will be conducted in Year 5.

IR 3.3.6. Implement assistive technology pilot initiatives and monitor progress

This activity will be conducted in Year 5.

IR 3.3.7. Evaluate the implementation and outcome of assistive technology initiatives

This activity will be conducted in Year 5.

IR 3.3.8. Share findings and recommendations from the evaluation of assistive technology initiatives and discuss the way forward

This activity will be conducted in Year 5.

IR 3.4. Develop supplemental teaching aids and resources**IR 3.4.1. Provide technical assistance on the use of teaching aids and supplementary instructional materials to enhance MT instruction**

This activity will be conducted in Year 5.

IR 3.4.2. Provide technical assistance to support development of supplementary reading materials in seven MTs**IR 3.4.2.1. Conduct writers' workshops with authors for the seven MTs to develop supplementary reading materials****Accomplishment: Trained 40 local writers for seven MTs on developing supplementary reading materials**

During Q3, Year 4, READ TA/SIL LEAD, in collaboration with READ TA/RTI, conducted two rounds of writers' workshops with authors for the seven MTs to develop supplementary reading materials. READ TA/SIL LEAD facilitated the writers' workshops and trained local writers to write stories and texts in their own language for different audiences, in particular for Grades 1–8 students. The workshop also included training on the Bloom software, which is a free software tool designed to create and publish books. Bloom is user friendly, especially for participants with limited computer knowledge and assisted writers to prepare their own stories and text in a print-ready format.

A total of 40 (11 female) local writers were trained to develop supplementary reading materials and assisted to use Bloom to create supplementary reading materials at the workshops. The workshops took place in two different regions in Ethiopia: in Hawassa from April 11–27, 2016, where writers of the three SNNPR languages (Hadiyyisa, Wolayttatto, and Sidaamu Afoo) were trained and in Addis Ababa from May 4–20, 2016, where writers of Amharic, Afaan Oromo, Tigrinya, and Af-Somali) were trained. Each workshop lasted for 3-weeks (Error! Reference source not found.).

Six READ TA/RTI R&C Specialists and two MOE experts attended the trainings along with the local writers for the seven MTs to extend their expertise on the new MT curriculum in the training sessions. The trainings were also supported with illustrators and typists. The supplementary reading materials produced in these workshops will be handed over to the MOE and RSEBs after finalizing illustration work in Year 5 for them to review and decide how they want to use the materials.

Table 48. Training of Supplementary Reading Material Writers in Seven MTs

Training Location	Language	Organization	Position	M	F	Total
Addis Ababa	Amharic	RSEB	MT expert	1	0	1
		CTE	MT lecturers	2	2	4
	Afaan Oromo	RSEB	Experts (curriculum, language)	2	0	2
		CTEs/Universities	Lecturers	3	1	4
	Af-Somali	RSEB	Experts (curriculum, language)	5	0	5
	Tigrinya	RSEB	Experts (curriculum, gender, TDP)	3	1	4
		University	Lecturer	1	0	1
	Total			17	4	21
	Not applicable (NA)	READ TA	R&C Specialists	3	0	3
		MOE	Language expert	1	0	1
		READ TA/SIL Lead	Reading expert	0	1	1
			Language expert	0	1	1
			IT expert	1	1	2
	NA	Illustrator/Typist	5	4	9	
	Total			10	7	17
Addis Ababa Total				27	11	38
Hawasa	Hadiyyisa, Sidaamu Afoo, and Wolayttatto	RSEB, ZED, WEO, CTE, University, high school	Experts, lecturers, teachers	12	7	19
		Total			12	7
		READ TA	R&C Specialists	2	1	3
		MOE	MT expert	1	0	1
		READ TA/SIL Lead	Reading expert	0	1	1
			Illustrators/Typist	3	1	4
	Total			6	3	9
Hawassa Total				18	10	28
Grand Total				45	21	66

IR 3.4.2.2. Provide technical assistance, in collaboration with READ Community Outreach (CO), to develop a content guide to determine the types of supplementary reading materials needed in schools

During Year 4, READ TA maintained strong relationship with the READ CO project extending resources and expertise on the revised primary MT curriculum materials. This largely contributed to the alignment of the supplementary reading materials developed by READ CO with the revised MT curriculum. As READ CO took the lead in the development of a content guide for supplementary reading materials READ TA participated in relevant workshops and provided technical assistance when requested.

IR 3.4.2.3. Provide technical assistance, in collaboration with READ CO, for development of guidelines on the use of supplementary reading materials in line with MT curriculum

READ TA's technical assistance mentioned in IR 3.4.2.2 also explains the support provided in the development of supplementary reading materials in the form of expertise and resources like the READ TA developed revised syllabus, SBs, and TGs.

IR 3.4.3. Management of supplementary English book provision for school cluster centers (SCCs)

To support and encourage English language reading and writing of target primary school children, READ TA set out to support the selection and distribution of up to one million donated grade- and context-appropriate English supplementary books to at least 1,000 primary SCCs in Year 4. Due to delays in receiving approvals from the MOE, READ TA began the implementation of activities late in Q4, established a book selection committee, and selected demonstration books that will be shipped and distributed in Ethiopian primary SCCs in Year 5.

IR 3.4.3.1. Establish book selection committee and develop selection criteria

Accomplishment: Established donated English supplementary books selection committee with MOE and RSEB representation

During Q4, Year 4, READ TA closely worked with the MOE to establish a book selection committee with MOE, RSEB, CAEB, and READ TA representation. Committee members were selected on the basis of a terms of reference (TOR) developed by READ TA and MOE, which resulted in the selection of 13 book selection committee members.

The TOR states that the committee will be established from two representatives of the MOE (CDI Directorate and MTELD Directorate), RSEBs and CAEBs (one English expert from each), and READ TA (1–2 representatives). All members of the committee are expected to be English language graduates with a minimum of bachelor's degree. The committee will be chaired or co-chaired by the head or representative from the MOE Curriculum Development and Implementation Directorate and a READ TA/RTI representative will serve as a member and secretary. The book selection committee was established in alignment with the terms stated on the TOR. The members include two MOE, nine RSEB, two CAEB, and one READ TA.

Accomplishment: Enriched English supplementary books selection criteria

Working with the MOE, READ TA supported the book selection committee to enrich the book selection criteria that was initially developed by the MOE. During a workshop from June 20–23, 2016 (see IR 3.4.3.2), the MOE CDI Directorate representative presented the MOE developed criteria and committee members went through each item thoroughly to develop a refined checklist. The enriched criteria was later approved by the MOE.

IR 3.4.3.2. Selection of donated English supplementary books

Accomplishment: Selected demonstration books representing type of books to be shipped

Near the end of Year 4, READ TA organized a workshop to select English language supplementary books for distribution to SCCs. All members of the established book selection committee from the MOE, RSEBs, CAEBs and READ TA took part in the 4-day workshop held at the READ TA central office from June 20–23, 2016 (Error! Reference source not found.). During the workshop, facilitators from the MOE and READ TA orientated participants on the overview of the management of the books provision activity, roles and responsibilities of the selection committee as indicated in the agreed TOR, and English language supplementary books selection criteria. Following the orientation, the committee updated the selection criteria and used it to select demonstration books made available during the workshop. In addition to the criteria, the committee used the MOE's Primary English Language Syllabi to check relevance of the books.

Among the demonstration books made available in the workshop, the selection committee accepted 92 percent and recommended similar categories of books for provision to Ethiopian primary SCCs and to CTEs when the level of books was found to be higher.

Table 49. Book Selection Committee Initial Workshop to Update Selection Criteria and Select Books

Region	Organization	Position	Male	Female	Total
	MOE	English experts	2	0	2
	READ TA/RTI	Regional Director	1	0	1
Amhara	RSEB	English experts	1	0	1
Oromia	RSEB		1	0	1
Ethio-Somali	RSEB		1	0	1
SNNPR	RSEB		1	0	1
Tigray	RSEB		1	0	1
Addis Ababa	CAEB		1	0	1
Afar	RSEB		1	0	1
Benishangul Gumuz	RSEB		1	0	1
Dire Dawa	CAEB		1	0	1
Harari	RSEB		1	0	1
Gambela	RSEB		1	0	1
Total			14	0	14

IR 3.4.3.3. Selection of SCCs to receive books

This activity will be conducted in Year 5.

IR 3.4.3.4. Packing and shipment of books

This activity will be conducted in Year 5.

IR 3.4.3.5. Distribution of books to selected SCCs

This activity will be conducted in Year 5.

IR 3.4.3.6. Training on library management for SCC coordinators/librarians

This activity will be conducted in Year 5.

IR 3.4.3.7. Follow up and monitoring of book distribution and implementation.

This activity will not be implemented given the short time left in Year 5.

IR 4: Technical assistance to support RSEBs and the MOE for the READ institutional improvement

IR 4.1. Develop curricula for reading and writing courses in teacher education

In line with the original project plan to develop four CTE course modules in seven MTs to support pre-service MT teacher education at CTEs, READ TA successfully developed three CTE course modules in seven MTs before the end of Year 3, as well as an English version of a fourth module. The MOE, however, requested READ TA to develop three more pre-service modules that strongly related to MT teacher education. Hence, READ TA's Year 4 implementation plan included the development of two more modules. Subsequently, READ TA/FSU worked closely with the MOE to outline procedures in materials development, adaptation and validation of modules, and training of educators.

IR 4.1.1. Develop pre-service course materials in English

Accomplishment: Finalized development of English version pre-service course Module 4

The English version development of pre-service course Module 4 (MT 322: Assessing Language Learning and Differentiated Instruction) was completed in Year 3. However, the

review of the developed English version of the module was conducted by READ TA/FSU in-country and international experts during Year 4, Q1. In addition to reviewing the course materials, the reviewing team also provided criteria and background to assist the validation of the module.

Accomplishment: Finalized development of English version pre-service course Module 5

In Q4, Year 4, the READ TA/FSU team of reading specialists developed a prototype of Module 5 (TMT 212: Introduction to Language and Linguistics in English) as the basis for full development and adaptation to the cultural and linguistic context of the pre-service teacher education program in Ethiopia and alignment with the primary school curriculum (Grades 1–8).

The development of English version Module 5 took place in a workshop conducted from May 16–June 2, 2016 in Addis Ababa with 14 CTE instructors and MOE participants representing the seven MTs (Error! Reference source not found.).

Table 50. Development of English version Module 5 (MT 212)

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Debere Markos CTE	Lecturer	0	1	3
		Gondar CTE		0	1	
Addis Ababa		MOE	Expert	0	1	
Tigrigna	Tigrinya	Adwa CTE	Lecturer	0	1	2
		Abi Addi CTE		0	1	
SNNPR	Sidammu Afoo	Hawassa CTE	Lecturer	0	1	2
			Expert	0	1	
	Wolayttatto	Arbaminch CTE	Lecturer	0	1	2
			Department head	0	1	
	Hadiyyisa	Hossana CTE	Lecturer	0	1	2
		Wachamo University CTE	Lecturer	0	1	
Oromia	Afaan Oromo	Fiche CTE	Lecturer	0	1	2
		Shambu CTE	Lecturer	1	0	
Somali	Af-Somali	Abdumajid Hussein CTE	Lecturer	0	1	1
FSU			National Coordinator	0	1	1
			Short-term technical assistance (STTA)	1	0	1
			Administrative Assistant	1	0	1
TOTAL				3	14	17

Accomplishment: Developed English prototype of pre-service Module 6

Starting in April 2016, the READ TA/FSU team began the process of collecting evidence-based research and best practices, as well as reviewing Ethiopian literature and resources related to the teaching of children's literature in MTs in Ethiopia. The team also explored options to align the module with work underway by READ CO and explored various approaches to technology integration into the children's literature module. Consequently, from May 23–June 28, 2016, a READ TA/FSU reading expert developed a prototype of Module 6 (TMT 223) to be used as the basis for further development and adaptation to the cultural and linguistic context of various languages and regions in the country early in Year 5.

IR 4.1.2. Regional adaptation of pre-service modules in seven MTs

Accomplishment: Finalized adaptation of English version pre-service course Module 4 into seven MTs

After finalizing and validating the English version of CTE course Module 4 (see 4.1.3.1 below), READ TA/FSU led the adaptation of the module to seven MTs during Q2. Forty-nine participants (seven females) selected from CTEs, universities, regional and zonal education bureaus, and the MOE took part in the 18-day workshop from October 5–23, 2015 in Addis Ababa (Error! Reference source not found.).

As per the usual practice of READ TA-led module adaptation workshops, the first day of the workshop sensitized teacher educators to the English version of the module and relevant resources. The adapting groups were informed of the procedures and encouraged to assure the consistency of module content in alignment with the primary school MT curriculum by referring to the Grades 1–8 SBs, TGs, and syllabi. By the end of the workshop, seven MT versions of Module 4 were adapted.

Table 51. Adaptation of English Version Module 4 into the Seven MTs

Region	Language	Organization	Position	Male	Female	Total
Addis Ababa		MOE	Training, language, and TDP experts	3	1	4
Amhara	Amharic	Debreberhan, Gondar, Injibara, Sekota, and Woldiya CTEs	Lecturers	6	1	7
Oromia	Afaan Oromo	Asella, Adola, Jimma, Mettu, and Sebeta CTEs	Lecturers	5	0	5
		RSEB	Expert	1	0	1
SNNPR	Hadiyyisa	Hosaena CTE	Lecturers	4	0	4
		ZED	TDP expert	1	0	1
	Sidaamu Afoo	Hawassa CTE	Lecturers	4	1	5
		ZED	TDP experts	1	1	2
	Wolayttatto	Arba Minch CTE	Lecturers	3	0	3
		Dilla and Wolayita Sodo Universities	Lecturers	3	1	4
		ZED	TDP expert	1	0	1
Ethio-Somali	Af-Somali	Dr. Hussein CTE	Lecturers	5	0	5
		RSEB	Training experts	1	0	1
Tigray	Tigrinya	Abiaddi and Adwa CTE	Lecturers	3	2	5
		RSEB	Curriculum expert	1	0	1
Total				42	7	49

IR 4.1.3. Validation of pre-service modules

IR 4.1.3.1. Validation of English version of pre-service modules: Module 4

Accomplishment: Validated English version pre-service course Module 4 with relevant MOE, RSEB, and CTE experts

Following the review work on the English version of Module 4 by READ TA/FSU experts, the English version of the module was validated in a 3-day workshop conducted from September 21–23, 2015 in Addis Ababa. Participants included local MT instructors, linguists, G&I experts, MOE and RSEB representatives, and READ TA staff, for a total of 43 (6 female) participants. The validated English version module was later revised based on validation comments and made ready for adaptation to seven MTs. Error! Reference source not found. outlines details on the English version of Module 4 validation workshop participants.

Table 52. English Version Module 4 Validation Workshop Participants

Region	Language	Organization	Position	Male	Female	Total
Addis Ababa	—	MOE	TELD expert	1	0	1
			Gender expert	1	1	2
			SNE expert	0	1	1
			Language expert	3	0	3
		Subtotal			5	2
Amhara	Amharic	CTEs (Debrebirhan, Debremarkos, & Gondar)	Lecturers	3	0	3
		RSEB	Expert	0	1	1
		ZED	Teacher	1	0	1
		Subtotal			4	1
Oromia	Afaan Oromo	CTEs (Assela, Adolla, Fitcha, Jimma, & Sebeta)	Lecturers	6	0	6
		RSEB	TELD expert	1	0	1
		READ TA	R&C Specialist	1	0	1
		Subtotal			8	0
SNNPR	Hadiyyisa	CTE (Hossana)	Lecturers	2	0	2
		READ TA	R&C Specialist	1	0	1
		ZED	Expert (Language, TELD)	2	0	2
	Sidaamu Afoo	CTE (Hawassa)	Lecturers/assistant lecturers	2	0	2
		ZED	TELD expert	1	0	1
	Wolayttatto	CTE (Arbaminch)	Lecturers/assistant Lecturers	2	0	2
			Department head	1	0	1
		ZED	TELD expert	1	0	1
	N/A	REB-SNNPR	Language expert	1	0	1
	Subtotal			13	0	13
Somali	—	CTE	Lecturer	1	0	1
	—	RSEB	Training expert	1	0	1
	Subtotal			2	0	2
Tigray	—	CTEs (Adwa & Abi Addi)	Lecturers	3	0	3
	—	RSEB	Language expert	1	0	1
	Subtotal			4	0	4
READ TA/FSU			STTA, Administrative Assistant, and National Coordinator	1	3	4
Grand Totals				37	6	43

IR 4.1.3.2. Validation of adapted pre-service modules in seven MTs: Module 4

Accomplishment: Validated adapted version pre-service course Module 4 in six MTs with relevant MOE, RSEB, and CTE experts

The validation of the regionally adapted Module 4 (except in Amharic) was carried out in a workshop held November 4–6, 2015, in Addis Ababa, using a validation checklist. Stakeholders that validated the adapted Module 4 included regional and zonal MTTF

members, MT teacher educators, SNE experts, M&E experts, and trained CTE instructors representing six MTs, for a total of 56 (3 female) participants (Error! Reference source not found.). The Amharic module was not validated as the Amhara RSEB did not send taskforce representatives, MT teacher educators, or M&E and SNE experts.

During the module validation, READ TA/FSU familiarized validating teams with the purpose of the module, its fundamental concepts, how the module promotes active learning, and its responsiveness to the needs of the primary school curriculum. With the exception of the Amharic module, validation of the adapted modules in the six MTs was completed in three days. Validation of the Amharic version is expected to be accomplished in Year 5 along with M&E of the module.

Validation comments obtained from the workshop included a lack of proper alignment between the English version and the adapted versions and the need to maintain consistency in terminology between the various modules, the module, and primary school MT syllabi. Workshop participants also indicated that there were problems in conceptualizing some of the terms in the MT context as these were simply translated without due consideration to local contexts.

Table 53. Validation of the Adapted Six MT Versions of Module 4: TMT 322

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	Gender and language experts	3	0	3
Amhara	Begemidir, Debremarkos, and Gondar CTEs	Lecturers	3	0	3
Oromia	Fitche, Jimma, Mettu, and Sebeta CTEs	Lecturers	5	0	5
	RSEB	Expert	1	0	1
	Subtotal		6	0	6
SNNPR	Hawas and Hosana CTEs	Lecturers	6	0	6
	RSEB	Expert	1	0	1
	Hawassa and Wolayita Sodo Universities	Lecturers	7	0	7
	Hadiya, Sidama, and Wolayita ZEDs	Curriculum, ICT, gender, language, and planning experts	8	1	9
		Head of core process	1	0	1
		Teaching learning coordinator	1	0	1
	Subtotal		24	1	25
Ethio-Somali	Kebridhar CTE	Lecturers	2	0	2
	RSEB	Curriculum, language, training experts	6	0	6
		Case coordinator	1	0	1
Subtotal		9	0	9	
Tigray	CTEs (Abiadi and Adwa)	Lecturers	5	0	5
		ICT and TDP experts	1	2	3
	RSEB	Inclusive education coordinator	1	0	1
		Quality assurance case manager	1	0	1
	Subtotal		8	2	10
Total			53	3	56

IR 4.1.4. Post-validation of the adapted pre-service modules in seven MTs: Module 4

Accomplishment: Finalized post-validation comment incorporation of Module 4 with MOE, RSEB, and CTE representatives

The READ TA/FSU reading specialists led a post-validation revision workshop to incorporate comments gathered from the validation of Module 4 in English and seven MTs. Eight representatives from the MOE, RSEBs, and CTE instructors participated in the workshop from November 9–15, 2015, in Addis Ababa (Error! Reference source not found.). One teacher educator representing each of the five MTs (two representing Af Somali) revised the adapted Module 4. The READ TA/FSU team provided feedback to the teacher educators, indicating the necessary revisions they had to make. Following the post-validation workshop, a small team of MT educators used the annotations from the workshop to revise Module 4. Typists were assigned to each language to format and finalize the modules of respective MTs. The finalized English and adapted TMT 322 modules were used during the teacher educator training in December 2015.

Table 54. Post-validation (Revision) of Adapted Seven MT Versions of Module 4 (TMT 322)

Region	Language	Organization	Position	Male	Female	Total
Amhara	Amharic	Gondar CTE	Lecturer	1	0	1
Oromia	Afaan Oromo	Mettu CTE	Lecturer	1	0	1
SNNPR	Hadiyyisa	Hosaena CTE	Lecturer	1	0	1
	Sidaamu Afoo	Hawassa CTE	Lecturer	1	0	1
	Wolayttatto	Arbaminch CTE	Lecturer	1	0	1
Ethio-Somali	Af-Somali	Dr. Hussein CTE	Lecturer	1	0	1
		RSEB	Training expert	1	0	1
Tigray	Tigrinya	Adwa CTE	Lecturer	1	0	1
Total				8	0	8

IR 4.2. Train teacher educators to teach reading and develop reading teachers

IR 4.2.1. Develop training materials in English for MT teacher educators training on Module 4

Accomplishment: Developed training materials in English for MT teacher educators training on Module 4

In preparation to train MT teacher educators, READ TA/FSU used the English version of Module 4 and the MT primary curriculum to create PowerPoint presentations for each of the modules chapters. The presentations included MT curriculum activities and examples chosen by co-facilitators (selected from teacher educators) for use during the training. These presentations were also used to develop a training manual with complete notes for each slide and activity in the presentations.

IR 4.2.2. Conduct trainings of teacher educators

IR 4.2.2.1. Train MT co-facilitators for CTE teacher educators' trainings: Module 4

Accomplishment: Trained 13 MT co-facilitators for CTE teacher educators' trainings on Module 4

In order to train teacher educators on each new MT course module developed, READ TA educates MT training for co-facilitators who work with the READ TA/FSU team of lead trainers to prepare teacher educators in their respective MTs. This practice was used in developing the Module 4 training and READ TA/FSU trained 13 (4 female) training co-facilitators in a workshop conducted December 7–11, 2015, in Addis Ababa (Error! Reference source not found.). Except for the Ethio-Somali region, the co-facilitators were selected from those CTE instructors who had participated in the development and production of Module 4. Training co-facilitators received guides containing an English version of PowerPoint slides with key content drawn from the module and were trained on the major concepts, activities, and cases that need to be used in training teacher educators.

Table 55. Training of Co-facilitators to Train CTE Teacher Educators on Module 4

Language	Position	Gender		Total
		Female	Male	
Amharic	CTE lecturer (Gondar)	0	1	1
	CTE lecturer (Injibara)	0	1	1
Tigrinya	CTE lecturer (Adwa)	0	1	1
Sidammu Afoo	CTE lecturer (Hawassa)	0	1	1
Wolayttatto	CTE lecturer (Arbaminch)	0	1	1
Afaan Oromo	CTE lecturer (Mettu)	0	1	1
	CTE lecturer (Jimma)	0	1	1
Hadiyyisa	CTE lecturer (Hossana)	0	1	1
Af-Somali	Regional Education Bureau TDP expert	0	1	1
	Designer	1	0	1
	Logistics assistants	3	0	3
Total		4	9	13

IR 4.2.2.2. Train CTE MT teacher educators and MOE, regional, and zonal TDP experts: Module 4

Accomplishment: Trained 219 CTE MT teacher educators and MOE, regional, and zonal TDP experts on Module 4

READ TA/FSU conducted a 5-day training workshop for 219 (54 female) pre-service teacher educators and zonal, regional, and MOE TDP experts from December 12–17, 2015, in Addis Ababa (Error! Reference source not found.). Workshop participants were divided into four sub-groups of MOE, RSEB, Zones, and CTE instructors where each group was assigned with one or two co-facilitators who were well versed in the subgroup members' MT. The training was carried out using the English version training manual, several group activities, handouts, and PowerPoint presentations with embedded audio and video samples.

In addition, because the training was conducted a few weeks after the introduction/installation of the MT ICT package at CTEs (which included tablets loaded with modules and other instructional resources), the training was used to discuss possible approaches for integrating technology in MT instruction. Participants received the English and respective MT versions of Module 4, as well as the training manual used during the workshop, both as soft and hard copies.

Table 56. Training of CTE Instructors and Zonal, Regional, and MOE TDP Experts on Module 4

Language		Positions	Gender		Total
			Female	Male	
Afaan Oromo		CTE lecturers	8	26	34
		Regional TDP experts	0	2	2
Amharic	Amhara	CTE lecturers	19	40	59
		Regional TDP expert	0	1	1
	Addis Ababa	CTE lecturers	4	5	9
	SNNPR	CTE lecturers	11	23	34
	Gambella	CTE lecturers	2	7	9
	Ethio-Somali	CTE lecturers	0	4	4
	Afar	CTE lecturers	0	2	2
	Oromia	CTE lecturers	0	2	2
	Benishangul	CTE lecturers	0	5	5
	Harari	CTE lecturers	1	1	2
	Tigray	CTE lecturers	0	1	1
Tigrinya		CTE lecturers	2	15	17
Sidammu Afoo		CTE lecturers	3	10	13
		Zonal TDP expert	1	0	1
Wolayttatto		CTE lecturers	0	4	4
		Zonal TDP expert	0	1	1
Hadiyyisa		CTE lecturers	0	3	3
		Zonal TDP expert	0	1	1
Af-Somali		CTE lecturers	2	9	11
		Regional TDP expert	0	1	1
MOE			1	3	4
Total			54	165	219

IR 4.2.3. Support for CTE MT instructors to deliver effective, evidence-based, and innovative training in primary grade reading and writing

Accomplishment: Instituted built-in and practical mechanism of support for CTE MT instructors to deliver effective, evidence-based, and innovative training in primary reading and writing

To date, the READ TA/FSU team has developed four modules that have been implemented at CTEs in Ethiopia: Module 1 – Cognitive Development and Literacy Skills (MT 201), Module 2 – Teaching Reading and Writing in Primary School (TMT 222), Module 3 – Teaching Speaking, Listening in Primary School (TMT 224), and Module 4 – Assessing Language Learning and Differentiated Instruction (MT 322).

Three of the developed modules were field tested at CTEs before final production. Module 1 was field tested in the first semester of the 2014/2015 academic year, Modules 2 and 3 in the second semester of the 2014/2015 academic year, and Modules 4 in the second semester of the 2015/2016 academic year. CTE instructors implemented the modules in their respective CTEs, and the READ TA/FSU team trained a group of CTE instructors to monitor and assess the implementation of the modules in the seven MTs. Data obtained from M&E was later analyzed and used to revise the modules. These types of efforts in material development and revision help institute a built-in and practical mechanism of support for CTE MT instructors to deliver effective, evidence-based, and innovative training in primary reading and writing.

IR 4.2.4. Monitoring and evaluation of module implementation

Accomplishment: Revised and piloted data collection instruments used for the M&E of Module 4

As part of the pre-service course module development and revision process, during the academic year, READ TA/FSU conducted M&E of each module while the CTEs were in session and using the new modules. READ TA/FSU trained a selected team of MT instructors (also called MT assessors) to apply data collection methods to monitor and evaluate module implementation. The MT assessors went to various regions to visit CTEs and observe instructors in the process of teaching. They used classroom observation tools, interviews with instructors, and focus groups with students taking the classes in which the modules are implemented. READ TA/FSU used these methods to conduct M&E of pre-service course Modules 1 (MT 201), Modules 2 (TMT 222), and Module 3 (TMT 224) during Year 3.

In preparation to the M&E of pre-service Module 4 in Year 4, READ TA/FSU revised the data collection instruments used for the M&E exercise. The revised instruments included a survey/questionnaire addressed to CTE instructors, a classroom observation checklist, and a focus group discussion guide addressed to CTE students. The instruments were piloted by READ TA/FSU reading experts at two CTEs (Gondar and Finoteselam) in Amhara region from April 14–18, 2016 and at three CTEs (Arbaminch, Hawassa, and Hosanna) in SNNPR from May 11–14 and June 7, 2016. Following the site visits to CTEs in the Amhara and SNNPR regions, the READ TA/FSU team revised the data collection instruments and made them ready for M&E of Module 4.

Accomplishment: Trained six CTE instructors to conduct M&E of Module 4

Following the pilot and revision of M&E instruments for Module 4, READ TA trained six CTE instructors from May 31–June 1, 2016 to conduct the M&E of Module 4 (Error! Reference source not found.).

Table 57. CTE Instructors Training to Conduct M&E of Module 4 (TMT 322)

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Debere Markos CTE	Lecturer	0	1	2
		Debre Birhan CTE		1	0	
Afaan Oromo	Oromia	Bule Hora CTE	Lecturer	0	1	2
		Chiro CTE		0	1	
Tigrinya	Tigrinya	Adwa CTE	Lecturer	0	1	1
Af- Somali	Somali	Dr. AH CTE	Lecturer	0	1	1
READ TA/FSU			National coordinator	0	1	1
			STTA	1	0	1
			Administrative Assistant	1		1
Total				3	6	9

Accomplishment: Collected M&E data on implementation of Module 4 from 12 CTEs in the five regions

After piloting the instruments for data collection and refining the instruments based on pilot data, READ TA/FSU led monitoring and evaluation data collection on the implementation of seven MT Module 4 at 12 CTEs in the five regions. The READ TA/FSU experts collected M&E data from SNNPR CTEs while the trained MT assessors collected M&E data from the other four regions. The data collection activity started at the end of May 2016 and lasted until

mid-June 2016. READ TA plans to conduct a data sharing workshop on the collected M&E data early in Year 5.

IR 4.2.5. Revision and production of pre-service modules in English and seven MTs

IR 4.2.5.1. Revision of pre-service modules in English: Modules 2 and 3

Accomplishment: Revised English versions of pre-service course Modules 2 and 3 using M&E data collected after pilot implementation of the modules

The revision of CTE course Modules 2 and 3 followed a similar procedure to the revision of the English version of Module 1 in Year 3. For Modules 2 and 3, two versions of the English Modules 2 and 3 were produced: one version for reading and writing instruction in Saba scripts and the other for instruction in Latin scripts. The decision to split the English version into two has proven to be helpful for module revision teams to address the problem of modules being “too broad” and to focus on instructional strategies that are pertinent to their specific language structures.

Revision of the English version of Module 2 (TMT222)

The READ TA/FSU team of reading specialists led the revision of Module 2 with 14 (1 female) representative from the MOE, RSEBs, and CTEs in a workshop conducted from October 26–November 5, 2015 in Addis Ababa (Error! Reference source not found.). The revision process began with an overview of the data collected and results reported in the M&E of Module 2. The process included: (1) revising the adapted English version of TMT 222 in English, (2) moving and narrowing content between MT 201 and TMT 222, (3) identifying and incorporating activities from Grades 1–8 in the adapted module, and (4) proofreading and editing the English version in Latin and Saba scripts.

Table 58. Revision of the English Version of Module 2 (TMT 222)

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	TDP and MT expert	3	0	3
Amhara	Debremarkos and Injibara CTEs	Lecturers	1	1	2
Oromia	Assela and Dembi Dolo CTEs	Lecturers	2	0	2
SNNPR	Hawassa and Arbaminch CTEs	Lecturers	3	0	3
Ethio-Somali	Dr. A. Hussein CTE	Lecturers	2	0	2
Tigray	Abiaddi CTE	Lecturers	2	0	2
Total			13	1	14

Revision of English Version Module 3 (TMT 224)

The READ TA/FSU reading specialists led the revision of Module 3 with representatives from the MOE and RSEBs, as well as CTE instructors, for a total of 17 participants, from September 30–October 15, 2015 in Addis Ababa (Error! Reference source not found.). The team began the process of (1) reviewing the M&E data collected at the CTEs, (2) reviewing formatting changes suggested by the FSU Reading Specialists, specifically by dividing the theory section into two more manageable chapters and reorganizing the order of content, (3) revising the English version of TMT 224, and (4) proofreading and editing the English version of the module. In this workshop, all regions and languages were represented and groups were formed with a mix of participants from the regions.

Once revisions were made, the READ TA/FSU Reading Specialists and workshop participants completed a whole-group review of all chapters and activities, the module

introduction, and module summary—changes were made as needed. All participants were involved in the revision process for the entire duration of the workshop.

Table 59. Revision of the English Version of Module 3 (TMT 224)

Region	Organization	Position	Male	Female	Total
Addis Ababa	MOE	Experts	2	0	2
Amhara	Dessie and Debremarkos CTEs	MT lecturers	2	0	2
Oromia	Robe CTE	MT lecturers	2	0	2
	READ TA	R&C Specialist	1	0	1
	Subtotal		3	0	3
SNNPR	Arbaminch, Hawasa, and Hosana CTEs	MT lecturers	7	0	7
Ethio-Somali	Dr. Hussein CTE	MT lecturer	1	0	1
Tigray	Abiaddi and Adwa CTEs	MT lecturers	2	0	2
Total			17	0	17

IR 4.2.5.2. Revision of pre-service modules in seven MTs: Modules 1, 2 and 3

Accomplishment: Revised seven MT versions of pre-service course Modules 2 and 3 using M&E data collected after pilot implementation of the modules at CTEs

Following the completion of the revision work on the English version of Module 1 in Year 3 and Modules 2 and 3 in Year 4, READ TA/FSU worked with relevant MOE, RSEB, and CTE experts to revise the MT versions of the modules using feedback from pilot implementation of the modules at CTEs.

Revision of MT versions of Module 1 (MT 201)

The revision process for Module 1 began in Year 3 by revising the English version of the module. Two versions of the English Module 1 were produced: one for reading and writing instruction in Saba scripts and the other for instruction in Latin scripts. The decision to split the English version into two versions partially addressed the issue of the module being “too broad.” When the teams began the revision of Module 1 in MT, they were able to focus on instructional strategies that were pertinent to their specific language structures.

Once the revision of the English version of Module 1 was completed, revision of the MT versions of Module 1 continued. READ TA/FSU conducted a workshop in Addis Ababa to revise the adapted versions of Module 1 to seven MTs. Thirty-five participants (six female) representing the seven MTs from the CTEs, MOE, and READ TA revised the MT versions of the module from June 15–July 4, 2015. Error! Reference source not found. outlines details on the participants.

Table 60. Revision of Adapted Versions of Module 1 (MT 201) in Seven MTs

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Debrebirhan CTE	Lecturer	1	0	1
		Woldia CTE		1	0	1
		Debremarkos CTE		0	1	1
		Gondar CTE		0	1	1

Region	Language	Organization	Position	Gender		Total
				F	M	
Tigray	Tigrinya	Adwa CTE	Lecturer	0	2	2
		Abi Adi CTE	Assistant lecturer	0	2	2
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer, assistant lecturer, department head	0	3	3
	Hadiyyisa	Hossana CTE	Lecturer	0	3	3
	Sidaamu Afoo	Hawassa CTE	Lecturer	0	3	3
Oromia	Afaan Oromo	Jimma CTE	Lecturer	0	1	1
		Oromia Education Bureau	Language expert	0	1	1
		Metu CTE	Language-stream head	0	1	1
		Nekemte CTE	Lecturer	0	1	1
Somali	Af-Somali	Dr. Abdulmajid Hussein (AH) CTE	Assistant lecturer	0	3	3
		Kebridar CTE	Lecturer	1	0	1
—	Afaan Oromo	READ TA/RTI	Reading and Curriculum Specialist	0	1	1
	Amharic			0	1	1
	Tigrinya			0	1	1
	Hadiyyisa			0	1	1
	Sidaamu Afoo			0	1	1
	Wolayttatto			1	0	1
	Af-Somali			0	1	1
	READ TA/FSU			National Coordinator	0	1
Admin Assistant				1	0	1
International STTA				1	0	1
Total				6	29	35

Revision of MT versions of Module 2 (TMT 222)

The READ TA/FSU Reading Specialists led the revision of the MT versions of Module 2 with 38 (3 female) representatives from the MOE and RSEB and CTE instructors in a workshop conducted November 23–December 4, 2015 in Addis Ababa (Error! Reference source not found.). The revision process included (1) revising the adapted version of TMT 222 in seven MTs, (2) identifying and incorporating activities from Grades 1–8 in the adapted module, and (3) proofreading and editing the adapted version of Module 3 into the seven MTs. Despite efforts to finalize the revision of the MT versions of Module 2 during the revision workshop, because of a lack of qualified personnel and time constraints, revision was not completed at the workshop.

Hence, the READ TA/FSU organized an additional workshop to finalize the adaptation work held March 28–April 9, 2016 in Addis Ababa (Error! Reference source not found.). The final revisions of adapted Module 2 took place in collaboration with 36 MT teacher educators. The FSU team continued to review the layout and final design (using Adobe InDesign) of the module in English and in the seven MTs from June 1–17, 2016.

Table 61. Revision of the MT Versions of adapted Module 2 (TMT 222)

Region	Language	Organization	Position	Male	Female	Total
Addis Ababa	—	MOE	TDP, language, training experts	4	0	4
Amhara	Amharic	Debrebirhan, Desie, Debremarkos, and Injibara CTEs	MT lecturers	3	1	4
Oromia	Afaan Oromo	Assela, Dembi Dolo, Fitcha, and Shambu CTEs	MT lecturers	3	1	4
		RSEB	TDP expert	1	0	1
	Subtotal			4	1	5
SNNPR	Hadiyyisa	Hosana CTE	MT lecturers	4	0	4
		ZED	TDP Coordinator	1	0	1
	Sidaamu Afoo	Hosana CTE	MT lecturers	4	0	4
		ZED	TDP Coordinator	0	1	1
	Wolayttatto	Arbaminch CTE	MT lecturers	2	0	2
		Wolayita Sodo University	MT lecturers	2	0	2
		ZED	TDP Coordinator	1	0	1
	Subtotal			14	1	15
Ethio-Somali	Af-Somali	Dr. Hussein CTE	MT lecturers	4	0	4
		RSEB	Training expert	1	0	1
	Subtotal			5	0	5
Tigray	Tigrinya	Abiaddi and Adwa CTEs	MT lecturers	5	0	5
Total				35	3	38

Table 62. Final Revision of MT versions of Adapted Module 2 (TMT 222)

Region	Language	Organization	Position	F	M	Total
Amharic	Amharic	Debere Markos CTE	Lecturer	0	1	5
		Gondar CTE		0	1	
		Injibara CTE		0	1	
		Debre Birhan CTE		0	1	
		Dessie CTE		0	1	
Tigrigna	Tigrinya	Adwa CTE	Lecturer	0	3	5
		Abi Addi CTE		0	2	
SNNPR	Sidammu Afoo	Hawassa CTE	Lecturer	0	4	5
			Assistant lecturer	0	1	
	Wolayttatto	Arbaminch CTE	Lecturer	0	1	5
			Department head	0	1	
		Wolayta Sodo University	Lecturer	0	2	
		Zone Education Bureau	Curriculum expert	0	1	
	Hadiyyisa	Hossana CTE	Lecturer	0	5	5

Region	Language	Organization	Position	F	M	Total
Oromia	Afaan Oromo	Shambu CTE	Lecturer	1	0	6
		Asella CTE		0	1	
		Fiche CTE		0	1	
		Dembi Dollo CTE		0	1	
		Oromia RSEB	Expert	0	2	
Somali	Af Somali	Abdumajid Hussein CTE	Lecturer	0	2	5
			Assistant lecturer	0	1	
		Kebri Dahar CTE	Assistant lecturer	0	1	
		RSEB	Expert	0	1	
Total				1	35	36
Addis Ababa	—	Ministry of Education	Expert	1	1	3
			Coordinator	0	1	
READ TA/RTI			R&Cs (except Afaan Oromo)	1	5	6
FSU			National coordinator	0	1	1
			STTA	2	0	2
			Administrative Assistant	2	0	2
TOTAL				7	43	50

Revision of MT versions of Module 3 (TMT 224)

The READ TA/FSU Reading Specialists led the MT version Module 3 revision workshop with 40 (3 female) representatives from the MOE and RSEBs and CTE instructors. The workshop was held from October 16–November 5, 2015, in Addis Ababa (Error! Reference source not found.). The revision teams engaged in (1) revising the adapted version of Module 3 in seven MTs, (2) identifying and incorporating activities from Grades 1–8 in the adapted module, and (3) proofreading and editing the adapted version of Module 3 in the seven MTs. Participants from all regional/language groups worked on revising their respective adapted version of the module. Because major revisions were made to the English version of the module, most groups chose to completely rewrite the MT versions rather than attempt to revise the previous MT module. Although revision groups drafted a revised MT version of Module 3 in the workshop, the groups still had to complete revising, formatting, and editing drafts at the end of the workshop.

Therefore, READ TA/FSU led another workshop with 41 (5 female) CTE instructors representing the seven MTs, MOE/RSEB representatives, and READ TA experts, February 25–March 3, 2016 in Addis Ababa (Error! Reference source not found.). The workshop helped MT groups revise, format, and edit the MT versions of Module 3 with support from READ TA/FSU Reading Specialists.

Table 63. Revision of the MT Versions of Module 3 (TMT 224)

Region	Language	Organization	Position	Male	Female	Total
Addis Ababa	—	MOE	Gender, TDP, language experts	5	1	6
Amhara	Amharic	Desie, Sekota, Woldiya CTEs	MT lecturers	2	1	3
Oromia	Afaan Oromo	Bulehora, Nekemt, Robe CTEs	Lecturers	4	0	4
		RSEB	TDP expert	1	0	1
	Amharic	Kemissie CTE	MT lecturer	0	1	1
	Subtotal			5	1	6
SNNPR	Hadiyyisa	Hosana CTE	MT lecturers	4	0	4
		ZED	TDP Coordinator	1	0	1
		Hawassa CTE	MT lecturers	4	0	4

Region	Language	Organization	Position	Male	Female	Total
	Sidaamu Afoo	ZED	TDP expert	1	0	1
	Wolayttatto	Arbaminch CTE	MT lecturers	2	0	2
		Wolayita Sodo University	MT lecturer	1	0	1
		Secondary school	Teacher	1	0	1
		ZED	TDP expert	1	0	1
	N/A	ZED	TDP expert	1	0	1
Subtotal				16	0	16
Ethio-Somali	Af-Somali	Dr. A. Hussein and Kebridhar CTEs	MT lecturers	4	0	4
		ZED	TDP expert	1	0	1
	Subtotal			5	0	5
Tigray	Tigrinya	Abiaddi and Adwa CTEs	MT lecturers	4	0	4
Total				37	3	40

Table 64. Finalization Revision of MT Versions of Module 3 (TMT 224)

Region	Language	Position	Gender		Total
			F	M	
Amhara	Amharic	CTE lecturers (Debre Berhan, Gondar, Injibara, Sekota, Woldiya, Dessie)	2	4	6
Tigray	Tigrinya	CTE lecturer (Adwa, Abbi Addi)	0	4	4
SNNPR	Sidaamu Afoo	CTE lecturers/Assistant lecturer (Hawassa)	0	4	4
	Wolayttatto	CTE lecturers/Department head (Arbaminch)	0	3	3
		University lecturer (Wolayta Sodo)	0	2	2
	Hadiyyisa	CTE lecturer (Hossana)	0	4	4
		RSEB TDP expert	0	1	1
Oromia	Afaan Oromo	CTE lecturers (Nekemte, Bule Hora, Fiche, Robe)	0	4	4
		RSEB expert	0	1	1
Ethio-Somali	Af Somali	CTE lecturer (Dr. A. Hussein, Kebri Dahar)	0	4	4
Addis Ababa		MOE experts (MT)	0	4	4
READ TA/FSU		National coordinator	0	1	1
		STTA	1	0	1
		Administrative Assistant	2	0	2
Total			5	36	41

Accomplishment: Conducted external review of the revised 7 MT version pre-service modules 1, 2 and 3

To ensure the quality of content and form, and to maintain the fidelity of the adapted modules to the English prototype, the seven-MT versions of the adapted Module 1, 2 and 3 were later sent to eight external reviewers who were experts in the MT as well as familiar with the technical content of the module.

External review of pre-service Module 1 (MT 201)

Once the modules in English and the seven MTs were laid out in Adobe Suite software (see 4.2.6), the seven MT versions were sent to seven external reviewers for language accuracy and proofreading. The READ TA/FSU Reading Specialist also reviewed the Saba and Latin versions of the module in English (Error! Reference source not found.). The process of

involving external reviewers is an effective way to make sure the language issues reported during the M&E period are corrected. Reviews took place from August 3–14, 2015

Table 65. Revision of Module 1 (MT 201) by Reviewers

Region	Language	Organization	Position	Gender		Total
				Female	Male	
Amhara	Amharic	Amhara RSEB	Lecturer	0	1	1
Tigray	Tigrinya	Mekelle University	Assistant lecturer	0	1	1
SNNPR	Wolayttatto	AAU	Lecturer	0	1	1
	Hadiyyisa	AAU	Lecturer	0	1	1
	Sidaamu Afoo	Hawassa CTE	Lecturer	0	1	1
Oromia	Afaan Oromo	Oromia RSEB	Lecturer	0	1	1
Somali	Af-Somali	Jigjiga University	Lecturer	0	1	1
Total				0	7	7

After the external reviewers completed their analysis of Module 1, a team of CTE lectures worked with graphic designers and the READ TA/FSU National Coordinator to incorporate reviewers' comments/changes into the module (Error! Reference source not found.).

Table 66. Revision of Module 1 Production (MT 201)

Region	Language	Organization	Position	Gender		Total
				Female	Male	
Amhara	Amharic	Gondar CTE	Lecturer	0	1	1
Tigray	Tigrinya	Abi Adi CTE	Lecturer	0	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	0	1	1
	Hadiyyisa	Hossana CTE	Lecturer	0	1	1
Oromia	Afaan Oromo	Metu CTE	Lecturer	0	1	1
Graphic Designers			Graphic designers	3	1	4
READ TA/FSU			National coordinator	0	1	1
Total				3	7	10

External Review of Revised Module 2

After finalizing revision of the English and seven MT versions of Module 2 the seven MT versions of the adapted Module 2 were sent to eight external reviewers who were experts in the MT and familiar with the technical content of the module. The external reviewers read the modules and made annotations to the printed document, then added their comments and suggestions for quality improvement. The READ TA/FSU team and seven MT CTE instructors gathered the annotated reviews and used the feedback to make final edits and complete the revision of adapted Module 2 (Error! Reference source not found.).

Table 67. External Review of Revised Module 2 (TMT 222) in Seven MTs

Region	Language	Organization	Position	Gender		Total
				Female	Male	
Amhara	Amharic	AAU	Assistant professor	0	1	1
Tigray	Tigrinya	Mekele University	Lecturer	0	1	1
SNNPR	Wolayttatto		Lecturer	0	1	1
	Hadiyyisa	CTE Hosana	Lecture	0	1	1
	Sidaamu Afoo	Hawasa University	Lecturer	0	1	1

Region	Language	Organization	Position	Gender		Total
				Female	Male	
Oromia	Afaan Oromo	Oromia RSEB	TDP expert	0	1	1
Ethio-Somali	Af-Somali	Jigjiga University	Lecturer	0	1	1
Total				0	7	7

External Review of Revised Module 3

After finalizing revision of the English and seven MT versions of Module 3, the MT versions of adapted Module 3 were sent to eight external reviewers who were experts in the MT and familiar with the technical content of the module. The external reviewers read the modules and made annotations to the printed document, then added their comments and suggestions for quality improvement. The READ TA/FSU team and seven MT CTE instructors gathered the annotated reviews and used the feedback to make final edits and complete the revision of adapted Module 3. This external review and finalization activity was conducted March 14–18, 2016 (Error! Reference source not found.).

Table 68. External Review of Revised Module 3 (TMT 224) in Seven MTs

Region	Language	Organization	Position	Female	Male	Total
Amhara	Amharic	Addis Ababa University, Bahir Dar University	Lecturer	0	2	2
Tigray	Tigrinya	Mekele University	Assistant lecturer	0	1	1
SNNPR	Wolayttatto	Wolaita Sodo University	Lecturer	0	1	1
	Hadiyyisa	Addis Ababa University	Lecturer	0	1	1
	Sidaamu Afoo	Hawassa CTE	Lecturer	0	1	1
Oromia	Afaan Oromo	Oromia RSEB	TDP expert	0	1	1
Ethio-Somali	Af-Somali	Jigjiga University	Lecturer	0	1	1
Total				0	8	8

IR 4.2.6. Production of pre-service modules in English and seven MTs

Accomplishment: Produced final revised versions of English and seven MT pre-service Modules 1, 2, & 3

Final production of pre-service Module 1 (MT 201)

Once contents of Module 1 were revised in both English and the seven MTs, a print production workshop was organized from July 6–11, 2015 at READ TA's Addis Ababa office. A total of 17 (8 female) participants took part in the workshop where a team of seven CTE instructors, representing each of the seven MTs, were guided by READ TA/FSU Reading Specialists and a Materials Development Advisor on how to revise the content, format, and graphics contained in the module (Error! Reference source not found.). The team later worked in collaboration with four graphic designers and two typists. The graphic designers prepared the layout of the modules, re-designed tables, and graphics.

Table 69. Revised Module 1 (MT 201) Production Workshop Participants

Region	MT	Organization	Position	Male	Female	Total
Amhara	Amharic	CTE-Gondar	Lecturer	1	0	1
Oromia	Afaan Oromo	CTE-Metu	Department head	1	0	1
SNNPR	Wolayttatto	CTE-Arbaminch	Lecturer	1	0	1
	Sidaamu Afoo	CTE-Hawassa	Lecturer	1	0	1
	Hadiyyisa	CTE-Hosaena	Lecturer	1	0	1
Somali	Af-Somali	CTE-Dr. AH	Assistant lecturer	1	0	1
Tigray	Tigrinya	CTE-Abiaddi	Lecturer	1	0	1
Graphic designers				1	3	4
Typists				0	3	3
READ TA/FSU			National Coordinator, Administrative Assistant, & International STTA	1	2	3
Total				9	8	17

Final Production of pre-service Module 2 (TMT 222)

Once contents of Module 2 were revised in both English and the seven MTs, a print production workshop was organized from April 20–26, 2016 at READ TA's Addis Ababa office. A total of 22 (6 female) participants took part in the production workshop where a team of seven CTE instructors, representing each of the seven MTs, were guided by READ TA/FSU Reading Specialists on how to revise the content, format, and graphics contained in the module (Error! Reference source not found.). The team later worked in collaboration with four graphic designers who prepared the layout of the modules, re-designed tables, and graphics.

Table 70. Production of Module 2 (TMT 222) in Seven MTs

Region	Language	Organization	Position	F	M	Total
Amhara	Amharic	Gondar CTE	Lecturer	0	1	2
		Dessie CTE	Lecturer	0	1	
Tigray	Tigrinya	AbiAdi CTE	Lecturer	0	1	2
		Adwa CTE	Lecturer	0	1	
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	0	1	2
			Department head	0	1	
	Hadiyyisa	Hossana CTE	Lecturer	0	1	2
		Wachamo University	Lecturer	0	1	
	Sidaamu Afoo	Hawassa CTE	Lecturer	0	2	2
Oromia	Afaan-Oromo	Oromia RSEB	Expert	0	1	1
		Asella CTE	Lecturer	0	1	1
Somali	Af-Somali	Dr. AH CTE	Lecturer	0	1	1
Addis Ababa	Amharic	MOE	Expert	0	1	1
Total				0	14	14
Graphic Designers			Graphic designer	3	1	4
READ TA/FSU			National Coordinator		1	1
			STTA	2	0	2

Region	Language	Organization	Position	F	M	Total
			Admin Assistant	1	0	1
Total				6	16	22

Final production of pre-service Module 3 (TMT 224)

READ TA/FSU conducted the production of Module 3 March 22–26, 2016, in Addis Ababa (Error! Reference source not found.). Under the leadership of the READ TA/FSU National Coordinator, a team of seven teacher educators representing each of the seven MTs, together with four graphic designers, completed the editing and formatting of the reviewed module. The final version of Module 3 (layout in Adobe InDesign) is ready for dissemination in Year 5.

Table 71. Production of Module 3 (TMT 224)

Region	Language	Organization	Position	Female	Male	Total
Amhara	Amharic	Gondar CTE	Lecturer	0	1	1
Tigray	Tigrinya	Abbi Addi CTE	Lecturer	0	1	1
SNNPR	Wolayttatto	Arba Minch CTE	Lecturer	0	1	1
	Hadiyyisa	Hossana CTE	Lecturer	0	1	1
	Sidaamu Afoo	Hawassa CTE	Lecturer	0	1	1
Oromia	Afaan Oromo	Nekemte CTE	Lecturer	0	1	1
Ethio-Somali	Af-Somali	Dr. A. Hussein CTE	Lecturer	0	1	1
			Graphic designer	3	1	4
READ TA/FSU			National Coordinator	0	1	1
			Administrative Assistant	1	0	1
Total				4	9	13

IR 4.3. Build capacity of RSEB and MOE in planning and monitoring system improvements

IR 4.3.1. Validate CB research reports

This activity was completed in a previous year.

IR 4.3.2. Finalize MOE CB Plans to support system improvements

Accomplishment: Finalized CB plan for MOE to support system improvements

Toward the end of Year 3, READ TA was able to validate the MOE CB needs assessment report and outline a draft CB plan. Following the validation and planning activity, READ TA worked with the MOE to agree on a final set of CB needs during Year 4, Q1. These needs were further examined by READ TA, the MOE, and USAID, resulting in three agreed-upon general institutional CB needs, which were later translated into a draft CB plan and sent to the RTI Capacity Building Specialist at the end of Q1. The RTI Capacity Building Specialist was tasked with producing a final CB plan for the MOE, including how the CB needs would be addressed, and also finalizing the MOE CB report. During Q2, Year 4, the RTI Capacity Building Specialist finalized the MOE CB report and the CB plan. The final report and plan were shared with the MOE to solicit guidance as to how to proceed with implementation. As

READ TA had not received feedback from the MOE regarding the shared plan, the CB plan was rolled out during Q3 and Q4 in Year 4 in discussion with USAID (see 4.3.4).

The three main components of the MOE CB plan were (1) institutionalizing the MT curriculum development process, (2) reinforcing a collaborative relationship among directorates to ensure effective MT curriculum implementation, and (3) CB on the formative assessment for MT curriculum implementation. During Year 4, READ TA was able to embark on the first CB activity.

IR 4.3.3. Implement RSEB CB action plans

IR 4.3.3.1. Build the capacity of educational leaders at the region, zone, and woreda level for new MT curriculum implementation

READ TA's efforts in CB of educational leaders at regional, zonal, and woreda levels was aimed at cultivating more leaders in the education system who understand and support the implementation of new MT curriculum. In Year 4, READ TA first built the capacity of educational leaders in the Amhara, Ethio-Somali, Oromia, SNNPR, and Tigray regions. READ TA also built the capacity for Oromia region educational leaders, which was delayed for security reasons that subsided in Q4.

Accomplishment: Prepared training materials and oriented staff for the regional educational leaders' training

The regional CB trainings for educational leaders were preceded by a 5-day internal preparatory workshop conducted from November 9–13, 2015 (Error! Reference source not found.). The workshop was led by an international consultant and two local consultants (from the Oromia and Amhara Regions, respectively) who worked with the READ TA central and Regional CB and Policy Reform Specialists to develop a communication and support toolkit, as well as other training materials that will be used to train educational leaders in the five regions.

Table 72. Preparatory Workshop for Regional Educational Leaders' Trainings

Organization	Position	Male	Female	Total
READ TA	Regional CB and Policy Reform Specialists	5	0	5
	Senior technical professional	0	1	1
	Capacity Development and Policy Reform Advisor	1	0	1
	International consultant	1	0	1
	Local consultants	2	0	2
Total		9	1	10

After the preparatory workshop for the regional leadership CB trainings, a 1-day training was provided to 18 READ TA regional staff (6 female) on November 28, 2015, on the developed training materials (Error! Reference source not found.). The orientation helped reinforce ownership among regional staff about the leadership communication and awareness workshop.

Table 73. READ TA Regional Staff Orientation on the Preparation for Regional Educational Leaders' Trainings

Region	Organization	Position	Male	Female	Total
Addis Ababa	READ TA	Senior technical professional	0	1	1
		Capacity Development and Policy Advisor	0	1	1
Amhara	READ TA	Regional Manager	1	0	1
		G&IE Specialist	0	1	1
Oromia	READ TA	Regional Manager	1	0	1
		CB, G&I, and R&C Specialists	2	1	3
SNNPR	READ TA	Regional Manager	1	0	1
		CB, G&I, and R&C Specialists	2	2	4
Ethio-Somali	READ TA	G&I and R&C Specialists	2	0	2
Tigray	READ TA	Regional Manager	1	0	1
		CB and R&C Specialists	2	0	2
Total			12	6	18

English materials produced during the preparatory workshop were later translated into the local languages (Amharic, Af-Somali, Afaan Oromo, and Tigrinya) of four READ TA target regions by the READ TA regional staff. Translation of materials to local MTs of SNNPR were not conducted because the Amharic materials can be used in the region. Moreover, because of the large number of MTs in SNNPR, it was more practical to use the already prepared Amharic materials.

Accomplishment: Built the capacity of 1,016 educational leaders in the five target regions to support implementation of the new MT curriculum

Following the preparatory workshop, READ TA conducted a series of 4-day regional CB workshops in Amhara, Ethio-Somali, Oromia, SNNPR, and Tigray Regions, and trained 1,016 (54 female) regional educational leaders. The workshop for the Ethio-Somali leaders was conducted from November 30–December 3; SNNPR from December 1–11; Tigray from December 4–8; Amhara from December 7–27; and Oromia from March 31–April 23, 2016 (Error! Reference source not found.). Workshop participants constituted RSEB heads, deputy heads, process owners, G&IE focal persons, ZED heads, Woreda Education Office (WEO) heads, and MOE representatives.

The workshops were conducted in one round for the Tigray and Ethio-Somali Regions, in four and two rounds for Amhara and SNNPR regions, respectively, and four rounds for Oromia. Workshop participants received detailed information on the new MT curriculum with special attention on how, from their respective roles, they can support the successful implementation of the curriculum. At the end of the workshops, participants left with a defined set of three to five activities (developed based on a strategic communication framework) to support MT curriculum implementation in the course of their day-to-day responsibilities and, especially, in their interactions with other administrators at all levels in the education system, including school principals.

Table 74. Regional Educational Leaders' Capacity Building Workshop Participants

Region	Organization	Position	Male	Female	Total
Amhara	RSEB	Head/Vice Head	4	1	5
		Process Owner/Coordinator	9	0	9
		Officer/Expert	8	0	8
		<i>Subtotal</i>	<i>21</i>	<i>1</i>	<i>22</i>
	WEO	Head/Vice Head	214	12	226

Region	Organization	Position	Male	Female	Total
		Process Owner/Coordinator	16	1	17
		Officer/Expert	45	5	50
		<i>Subtotal</i>	<i>275</i>	<i>18</i>	<i>293</i>
	ZED	Head/Vice Head	20	1	21
		Process Owner/Coordinator	9	0	9
		Officer/Expert	9	1	10
		<i>Subtotal</i>	<i>38</i>	<i>2</i>	<i>40</i>
		Total	334	21	355
Oromia	RSEB	Head/ vice head	8	0	8
		Process owners	16	0	16
		Officers/experts	12	4	16
		<i>Subtotal</i>	<i>36</i>	<i>4</i>	<i>40</i>
	ZED	Vice head	13	1	14
		Process owners	3	0	3
		Officer/expert	1	0	1
		<i>Subtotal</i>	<i>17</i>	<i>1</i>	<i>18</i>
	WEO	Head/vice head	264	16	280
		Process owner	11	3	14
		Officer/ experts	4	1	5
		<i>Subtotal</i>	<i>279</i>	<i>20</i>	<i>299</i>
		Total	332	25	357
SNNPR	RSEB	Head	1	0	1
		Process Owner/Coordinator	11	3	14
		Officer/Expert	2	0	2
		<i>Subtotal</i>	<i>14</i>	<i>3</i>	<i>17</i>
	WEO	Head/Vice Head	128	0	128
		<i>Subtotal</i>	<i>128</i>	<i>0</i>	<i>128</i>
	ZED	Head/Vice Head	15	0	15
		Officer/Expert	3	0	3
		<i>Subtotal</i>	<i>18</i>	<i>0</i>	<i>18</i>
		Total	160	3	163
Ethio-Somali	RSEB	Process Owner/Coordinator	6	0	6
		Officer/Expert	9	0	9
		<i>Subtotal</i>	<i>15</i>	<i>0</i>	<i>15</i>
	WEO	Supervisors	57	0	57
		Officer/Expert	8	0	8
		<i>Subtotal</i>	<i>65</i>	<i>0</i>	<i>65</i>
		Total	80	0	80
Tigray	RSEB	Vice Head	2	0	2
		Process Owner/Coordinator	3	1	4
		Officer/Expert	0	1	1
		<i>Subtotal</i>	<i>5</i>	<i>2</i>	<i>7</i>
	WEO	Head/Vice Head	45	2	47

Region	Organization	Position	Male	Female	Total
		Officer/Expert	3	1	4
		<i>Subtotal</i>	<i>48</i>	<i>3</i>	<i>51</i>
	ZED	Head/Advisor	3	0	3
		<i>Subtotal</i>	<i>3</i>	<i>0</i>	<i>3</i>
		Total	56	5	61
Grand Total			962	54	1016

Add-on Activity: Build the capacity of educational leaders in adapting Addis Ababa City Administration

Accomplishment: Built the capacity of 144 educational leaders in adapting Addis Ababa City Administration regions to support implementation of the new MT curriculum

Upon a request from the MOE and USAID to provide leadership CB training for Addis Ababa City Administration educational leaders, READ TA mobilized resources and provided CB trainings for educational leaders at bureau, sub-city, and woreda levels of the Addis Ababa City Administration.

A total of 144 (19 female) educational leaders participated in the 4-day trainings conducted in two rounds from June 3–6 and June 11–14, 2016 (Error! Reference source not found.). Participants were City Administration Education Bureau process heads, deputy heads, process owners, and inclusive education focal persons; sub-city education office process heads, process owners, and experts; and Woreda heads and process owners. Workshop participants received detailed information on the new MT curriculum with special attention on how, from their respective roles, they can support the successful implementation of the curriculum. At the end of the workshops, participants left with a defined set of three to five activities (developed based on a strategic communication framework) to support MT curriculum implementation in the course of their day-to-day responsibilities and, especially, in their interactions with other administrators at all levels in the education system, including school principals.

Table 75. Addis Ababa City Administration Educational Leaders' CB Workshop on Revised MT Curriculum

Organization	Position	Male	Female	Total
CAEB	Process heads and coordinators, experts	18	5	23
Sub-city Education Office	Process Heads, Coordinators, Leaders	47	7	54
	Language/education officers, experts	11	2	13
WEO	Heads, process owners, Leaders	49	5	54
Total		125	19	144

IR 4.3.3.2. Provide continuous support for the implementation of communication and support toolkits

This activity will be conducted in Year 5.

IR 4.3.3.3. Build the capacity of key M&E staff in the regions to ensure new curriculum implementation

READ TA's CB plan to enhance regional educational leaders' and experts' commitment and capacity to support the implementation of the revised MT curriculum had two aspects. First

was building the capacity of regional educational leaders to help them better communicate about the revised curriculum, which was accomplished in Q2, Year 4, for all target regions except Oromia, where it was completed in Q4. Second was to enhance regional education leaders' and experts' capacity to properly monitor and evaluate the implementation of the revised MT curriculum from their respective roles.

Accomplishment: Prepared training materials and oriented staff for the regional educational leaders' training

During Q2 of Year 4, READ TA began preparations to rollout M&E CB workshops. The preparation started by working with an RTI M&E Specialist who initially worked from abroad and later worked in-country with READ TA staff. During Q3, the RTI M&E Specialist worked with READ TA staff, mainly to prepare an M&E toolkit and other resources for regional trainings. Details on the preparatory and workshop activities accomplished in the quarter are outlined below.

Pre-workshop preparation for regional M&E CB

CB trainings for regional educational officials were preceded by a 5-day internal preparatory workshop conducted January 11–16, 2016 (Error! Reference source not found.). The workshop was led by the RTI M&E Specialist who worked with the READ TA central and regional CB and Policy Reform Specialists, R&C Specialists, and G&IE Specialists to develop an M&E toolkit, as well as other training materials for used in training education officials from regions, zones, woredas, and SCCs in the five regions. Key resources developed during the preparatory workshop include a MT curriculum implementation M&E framework and model, indicators for inputs and outputs of the MT curriculum implementation process, data collection instruments based on the indicators for MT curriculum implementation, and techniques for data analysis and summarization.

Table 76. Preparatory Workshop for Regional M&E CB Workshops

Organization	Position	Male	Female	Total
READ TA/RTI	Regional CB and Policy Reform Specialists	5	0	5
	Regional R&C Specialists	6	1	7
	Regional G&IE Specialists	1	4	5
	Regional Managers	5	0	5
	Central technical advisors	1	2	3
	RTI M&E Specialist	0	1	1
Total		18	8	26

Accomplishment: Build the capacity of 131 regional level key M&E staff in four target regions to ensure new curriculum implementation

The M&E workshops rolled out to the regions had two levels. Level one was a regional-level consensus-building workshop that was aimed at updating the M&E framework, indicators, and instruments and reaching a consensus on the M&E toolkit with RSEB heads and process owners, RSEB and ZED M&E experts, and MOE representatives. Level two was a woreda-level M&E CB workshop aimed at training woreda and cluster supervisors on how to use the endorsed M&E toolkit to monitor the proper implementation of the revised MT curriculum.

Following preparatory activities, READ TA conducted 3-day regional-level consensus-building workshops in all target regions except Oromia. The workshop for Oromia region was not rolled out as READ TA had to first finalize the Oromia leadership CB workshops that started late due to security problems in the region. The regional-level consensus-building workshops were held in Amhara region March 11–13 at Dangila; Somali region March 14–16 at Jigjiga; SNNPR March 4–6 at Yirgalem; and Tigray region March 18–20 at Wukro. A total

of 131 (8 female) RSEB heads, vice heads, process owners, experts (and ZED heads and experts for SNNPR) took part in the regional workshops (Error! Reference source not found.).

During the workshops, participants discussed and reached consensus on the proposed M&E framework for MT curriculum implementation, core questions and logical models for M&E, key performance indicators, administration of school-level instruments, and the way forward. After a thorough discussion and subsequent modifications on proposed M&E tools to align them with regional M&E context, participants endorsed the tools for use in M&E of the MT curriculum implementation in their respective regions.

Table 77. Regional Consensus-Building Workshops on M&E of MT Curriculum Implementation

Region	Organization	Position	Male	Female	Total
Amhara	RSEB	Vice head	2	0	2
		Process owner/coordinator	3	0	3
		Expert	3	1	4
		Total	8	1	9
	ZED	Head/Vice head	2	0	2
		Process owner/coordinator	21	0	21
		Implementer	1	0	1
		Total	24	0	24
	Amhara Total		32	1	33
SNNPR	MOE	Experts (curriculum, MT, and planning)	3	0	3
		Total	3	0	3
	RSEB	Process owners and leader	4	0	4
		Experts (MT, gender, IE, ICT, TDP, Inspection, quality assurance [QA])	14	0	14
		Total	18	0	18
	ZED	Head/representatives	13	1	14
		Experts (MT, QA, and inspection)	43	2	45
		Total	56	3	59
	SNNPR Total		77	3	80
Ethio-Somali	RSEB	Experts (TDP, curriculum, supervision)	7	1	8
	Ethio-Somali Total		7	1	8
Tigray	RSEB	Vice heads	2	0	2
		Process owner/Case managers	1	2	3
		Expert/performer (MT, TDP, QA, and gender)	4	1	5
	Tigray Total		7	3	10
Grand Total			123	8	131

Accomplishment: Build the capacity of 1,242 woreda-level key M&E staff in four target regions to ensure new curriculum implementation

The other level of READ TA's regional M&E CB plan included conducting woreda-level CB workshops aimed at training woreda and cluster supervisors on how to use the regionally endorsed M&E toolkit for M&E of the revised MT curriculum implementation. The workshops were conducted in Q3 and Q4 in rounds, i.e., eight rounds for Amhara, four rounds for SNNPR, two rounds for Ethio-Somali, and two rounds for Tigray.

In the woreda-level training of M&E staff, a total of 1,242 (73 female) educational leaders and experts participated (primarily from woredas, but also from RSEBs and ZEDs) (Error! Reference source not found.). Workshop participants were able to identify key departures of the revised MT curriculum from the previous curriculum in terms of principles, approach,

methodology, basic components, organization, consideration to G&I, assessment, and support and enrichment. Moreover, participants identified their respective roles in M&E of MT curriculum implementation and were able to compare the proposed MT curriculum M&E framework with the existing system in their respective locality.

Toward the end of the workshops, participants acquired knowledge on the basics of the revised MT curriculum and M&E of its implementation. Moreover, they demonstrated aspiration and conviction to embark on the M&E of MT curriculum implementation right after the workshop. Action plans were prepared by participants to guide their subsequent M&E activities.

Overall, in the regional M&E CB workshops conducted at regional and woreda levels in Amhara, Ethio-Somali, SNNPR, and Tigray regions in Year 4, local capacity was built for 1,373 (46 female) educational leaders and experts. The enhanced capacity is expected to position training participants to better support the implementation of the revised MT curriculum through designing and sustainably conducting M&E activities with results used to inform improvements in the implementation of the curriculum at the grassroots level.

Table 78. Woreda-level M&E CB Workshops Participants

Region	Organization	Position	Male	Female	Total
Amhara	RSEB	Process head	1	0	1
	ZED	Process owner and coordinators	3	0	3
	WEO	Head/Vice head	4	1	5
		Process owners, coordinators, and department heads	107	3	110
		Officers, experts, and facilitators,	147	17	164
		Inspectors and supervisors	395	29	424
	Total		657	50	707
Ethio-Somali	RSEB	Experts	6	2	8
	WEO	Supervisors	110	3	113
	Total		116	5	121
SNNPR	RSEB	Leader	1	0	1
	ZED	Experts	3	0	3
	WEO	QA	143	5	148
		Supervisors	151	1	152
	Total		298	6	304
Tigray	RSEB	Process owners and team leader	3	1	4
	ZED	QA (head and experts)	3	0	3
	WEO	Case Manager and Vice Head	1	1	2
		Experts	91	10	101
	Total		98	12	110
Grand Total			1,169	73	1,242

IR 4.3.3.4. Provide continuous support for the implementation of the M&E toolkit

This activity will be conducted in Year 5.

IR 4.3.4. Implement the MOE CB action plan based on plans developed under 4.3.2

The three components of the MOE CB Action plan included (1) institutionalizing the MT curriculum development process, (2) reinforcing a collaborative relationship among directorates to ensure effective MT curriculum implementation, and (3) CB on the formative

assessment for MT curriculum implementation. During Year 4, READ TA was able to implement the first two activities, as discussed in detail below.

Accomplishment: Conducted a CB workshop to foster collaboration between MOE Directorates for MT curriculum implementation

A component of the MOE CB plan was training for the MOE Directorates aimed at raising awareness of the MT curriculum and fostering inter-directorate, intra-directorate, and MOE-RSEB collaboration to support the implementation of the revised MT curriculum. In executing this CB plan, READ TA organized a 4-day workshop that brought together a total of 26 (6 female) participants comprising seven directorate directors and 19 experts (from nine directorates) (Error! Reference source not found.). The CB workshop was held March 18–21, 2016, in Adama.

Directorates represented during the workshop were CDI, MTELD, TELD, General Education Inspection, Teachers Licensing and Relicensing, Special Support and Inclusive Education, Gender, School Improvement Program, CEICT, and Planning and Resource Mobilization.

During the workshop, participants received detailed orientation on the new MT curriculum development process, G&IE considerations embedded within the new curriculum materials, communication and support tools that can be used to broadcast the new MT curriculum, and a technology package made available for CTEs to train MT teachers. Participants engaged in active discussions and exercises on principles for sustainable collaboration guided by a draft collaboration guide prepared prior to the workshop. The workshop was successful and resulted in the promise of improved collaboration among MOE directorates in implementing the revised curriculum.

Table 79. CB Workshop to Foster Collaboration between MOE Directorates for MT Curriculum Implementation

Organization	Position	Male	Female	Total
MOE	Directorate Director	5	2	7
	Experts	15	4	19
Total		20	6	26

Accomplishment: Built 14 MOE Experts' Capacity in MT curriculum development

To build the capacity of MOE relevant experts with skills and knowledge on MT Curriculum Development, READ TA conducted a 5-day workshop towards the end of Year 4 (June 27–July 1, 2016). A total of 14 (7 female) MOE experts from six Directorates (CDI, MTELD, Gender, Special Support and Inclusive Education, TDP, and Planning and Resource Mobilization) participated (Error! Reference source not found.). A local consultant who was heavily involved in the READ TA curriculum development work with assistance from the READ TA R&C Specialists facilitated the workshop. A process guidance document prepared prior to the workshop was used as a primary training resource coupled with PowerPoint presentations and different checklists.

Participants learned about the overall processes involved in curriculum development, including syllabus review and revision, syllabus development, S&S development, and development of SBs and TG.

Table 80. Capacity Building for MOE Experts on MT curriculum Development

Directorates	Position	Female	Male	Total
CDI	MT and language experts	0	2	2

MTELD	MT experts	3	2	5
Gender	Gender experts	3	1	4
Special Support and Inclusive Education	Special needs expert	1	0	1
Planning and Resource Mobilization	Planning expert	0	1	1
TELDP	TDP expert	0	1	1
Total		7	7	14

IR 4.3.5. Provide technical support to MOE and RSEBs on implementing MT SEN

In preparation for inclusion education activities that happened in Year 4, the READ TA Regional G&IE Specialists participated in a 2-day training on inclusive education conducted December 14–15, 2015, at the READ TA central office by the project's G&IE Advisor. The training objectives were to build upon participants' knowledge on special and inclusive education, as well as help them prepare for the type of support expected from them in facilitating MT curriculum adaptations for students with special needs in their respective regions. The training also intended to help regional G&IE Specialists prepare for the national consultative workshop held December 16–18, 2015.

IR 4.3.5.1a. Conduct a national consultative workshop on making the newly developed curriculum accessible and beneficial for students with SEN

Accomplishment: Conducted a national consultative workshop on adaptation of new MT curriculum materials for students with special education needs

In an effort to identify strategic options for adaptation of the new MT curriculum for students with special needs, READ TA organized a national consultative workshop from December 16–18, 2015, in Addis Ababa. The main objective of the meeting was to discuss how to make the new MT curriculum materials accessible and beneficial to students with special needs. A total of 33 (9 female) participants took part in the workshop (Error! Reference source not found.). Participants included MOE and RSEB SNE and MT experts, representatives from disability-focused NGOs and associations, READ TA G&IE Specialists, and other READ TA Addis Ababa staff. During the workshop, national and international best practices were shared by local and international consultants and discussions were held on opportunities, challenges, and the possible roles of stakeholders in the adaptation of the new MT curriculum for students with special needs.

Table 81. National Consultative Workshop on Adaptation of the New MT Curriculum for Students with SEN

Region	Organization	Position	Male	Female	Total
Addis Ababa	Ethiopian National Association of the Deaf	SNE experts	1	1	2
	Ethiopian National Disability Association Network	Project coordinator	0	1	1
		Assistant coordinator	1	0	1
	Ethiopian Center for Disability and Development	APC	1	0	1
	German Church School	Unit leader	1	0	1
	Handicap International	Inclusive education expert	1	0	1
	Mekanisa School of Mentally Challenged Children	Coordinator	0	1	1
	MOE	Curriculum, language, and SNE experts	3	1	4
	READ TA	Senior management and technical advisors	4	1	5
	Subtotal		11	4	15
Amhara	RSEB	MT and SNE experts	1	1	2

Region	Organization	Position	Male	Female	Total
Oromia	READ TA	G&I Specialist	0	1	1
	Subtotal		1	2	3
	RSEB	Curriculum and SNE experts	2	0	2
	READ TA	G&I Specialist	0	1	1
Subtotal			2	1	3
SNNPR	RSEB	Curriculum expert	1	0	1
	ZED	Head of core process	1	0	1
		Language and gender experts	5	0	5
	READ TA	G&I Specialist	0	1	1
	Subtotal		7	1	8
Ethio-Somali	READ TA	G&I Specialist	1	0	1
Tigray	RSEB	Curriculum and SNE experts	2	0	2
	READ TA	G&I Specialist	0	1	1
	Subtotal		2	1	3
Total			24	9	33

IR 4.3.5.1b. Provide technical support in implementing the special needs adaptation action plan based on the results of the consultative workshop

Accomplishment: Prepared draft strategic document on adaptation of the new MT curriculum for students with SEN and held consultation on the draft document with the MOE

Following the national consultative workshop, consultants who led the consultative workshop drafted a strategic adaptation document to guide the adaptation of the new MT curriculum for students with special needs using inputs from the consultative workshop. The draft strategic document was submitted to the MOE, which provided feedback. However, the feedback reflected the views of specific experts at the MOE but it did not reflect institutional views. Therefore, READ TA required institutional-based feedback and requested further discussion with the MOE on the way forward about adapting the strategic document. Accordingly, the SNE Directorate provided feedback on the document, which should be complemented by feedback from the CDI directorate in Year 5.

IR 4.3.5.2. Conduct a consultative meeting with MOE, RSEB leaders, and gender experts on challenges and the way forward in the implementation of the gender guideline

Accomplishment: Conducted consultative meeting with MOE, RSEB leaders, and gender experts on challenges and the way forward in the implementation of the Gender Guideline

During Year 3, READ TA developed a Gender Guideline and disseminated it to all partners. The objective of the guideline was to ensure gender equity, equality, and female participation in all READ TA activities, including trainings and workshops.

In Q3, Year 4, READ TA organized a consultative workshop aimed at assessing the status of the Gender Guideline implementation and held discussions on the way forward on February 29, 2016, in Addis Ababa. The meeting gathered MOE gender and curriculum experts, RSEB gender experts and focal persons from the five regions, and READ TA regional managers and G&IE specialists—a total of 24 (11 female) workshop participants (Error! Reference source not found.). Regions assured that care was taken in selecting workshop participants to maintain balanced gender proportions in trainings and workshops.

The workshop objectives were twofold: (1) to share experiences and challenges in the implementation of the Gender Guideline and (2) to discuss strategies to strengthen its implementation. However, although the MOE was aware of the Gender Guideline from the start, representatives from the MOE Gender and Curriculum Directorates mentioned that the

guideline was a duplication of effort because the MOE already has a Gender Guideline. They maintained that the MOE is not obliged to use READ TA's guideline unless it is revised and harmonized with the MOE's Gender Guideline. After the consultative meeting, READ TA held conversations with the MOE to resolve the situation about the Gender Guideline that will continue in Year 5.

Additional key issues discussed during the meeting included RSEB reports on the status of the Gender Guideline implementation, challenges faced during implementation, the role and responsibilities of each stakeholder in implementing the guideline, and the way forward.

Table 82. Consultative Workshop with MOE and RSEBs on the Implementation of the Gender Guideline

Region	Organization	Position	Male	Female	Total
—	MOE	Experts (gender, curriculum, & project)	3	2	5
Amhara	RSEB	Experts (curriculum)	1	0	1
Ethio-Somali	RSEB	Experts (gender)	1	1	2
Oromia	RSEB	Expert (gender)	0	1	1
—	READ TA	COP, DCOP	2	0	2
		Regional G&IE Specialists	1	4	5
		Regional Managers	4	0	4
		Central technical advisors	1	3	4
Total			13	11	24

2.3 Implementation Challenges

Lengthy approval process

The time that lapses before getting approvals from government counterparts has created delays to project activities—both initial activities and the predecessor activities that need approval before implementation. For instance, the delay in getting approval for the developed mentoring framework from the MOE led to the postponement of subsequent activities, like the ECR, as well as adaptation and regional validation of the mentoring framework.

Problems getting the necessary participants to workshops

Despite READ TA communicating the selection criteria for workshop participants, some workshop participants do not comply with required attributes. This has especially been true for the pre-service module development and adaptation workshops that require specific skills for each language. Participation by women is still limited and some participants lack command of English, which limits their access to instructional resources and development of the English version materials. This challenge was particularly experienced by READ TA/FSU staff in its module development work.

Lengthy procurement process

Extended delays in receiving the READ TA ICT package equipment, mainly due to setbacks when clearing the equipment through customs, has been a challenge faced during Year 4, which contributed to delays in meeting the original scheduled outlined in the implementation plan.

Regional educational leaders' ability to attend and complete workshops

Regional education sector leaders, who have decision making power, have full schedules that include other competing government priorities, which impacts their ability to attend and complete workshops that are critical in ensuring successful implementation of the newly

developed MT curriculum. It was difficult at times to maintain the participation of all these leaders for the full length of the workshops due to their roles and responsibilities. During the Q2 educational leadership capacity building workshops in the regions, some ZED heads in the SNNPR and Ethio-Somali region were forced to go back to their office before the completion of the workshop because of other responsibilities they had to attend. Moreover, the Ethio-Somali region work process owners did not attend the workshops at all.

Security issues in the Oromia region

The Oromia region READ TA activities were stalled for some time because of public riots and their related security problems. The major implication of the security issue was READ TA's inability to conduct the Oromia region M&E staff CB workshop in Year 4, as planned.

Problems faced during the Grades 1–4 MT teacher training

READ TA was tasked with administering teacher training grants to the MOE as well as technically supporting the planning and rollout of trainings in the regions. While accomplishing both tasks, READ TA noted the following challenges:

- In the Amhara region, Kemisie zone, which uses the adapted Afaan Oromo MT materials, the RSEB was not able to identify a sufficient number of trainers who met the MOE selection criteria.
- In some training venues, curricular materials were not adequately available for the number of teachers being trained.
- There were complaints and frustration from teacher trainees about the support they needed from principals and supervisors. The teacher trainees and coordinators were concerned that unless principals and supervisors received training, proper system-level support might not be available for effective implementation of the MT curriculum.

Challenges in Grades 5–8 model video production

Selection of model teachers: Despite READ TA's effort to familiarize model teachers with scripts well in advance of filming, the performance of some model teachers was not as expected. This was particularly prevalent in Amharic and Sidaamu Afoo model teachers.

Power interruptions: In six of the seven filming locations for the videos, production teams had to use generators, which are not suitable for film lights and other equipment. Moreover, electrical installations in several classrooms was not functional. Rectifying these problems took time from filming.

Short filming time: In order to minimize the model students' time out of school, filming of up to 15 videos had to start on Fridays and end on Monday, utilizing the whole weekend. This posed a serious time constraint and rush in the filming of the Grades 5–8 videos.

Challenges with installation of the READ MT package at CTEs

There were a few challenges in the installation of the ICT package at CTEs. At some colleges, the selected MT rooms were not well secured as windows and doors did not have bars. Weak internet connection and power interruptions were also prominent. READ TA observed that there were capacity gaps in some RSEB and CTE ICTs that were supposed to support the installation and activities after the installation, including a weak functional and institutional relationship between the RSEB ICT department and CTEs. This may be primarily due to RSEBs and CTEs being located far apart, which creates logistic barriers for the planned support system. READ TA will continue to work with the RSEBs and CTEs to strengthen their capacity and coordination.

3. LESSONS LEARNED

Joint planning of activities with government counterparts eases implementation

The fact that READ TA follows a participatory planning approach involving RSEBs and the MOE helped facilitate project implementation. READ TA regional offices testify that they have good relationships with RSEBs and that the joint planning helped enhance their partnerships by contributing to smooth implementation of activities in the regions.

Participatory approaches to MT materials development builds local capacity and helps scale-up project effort

The READ TA project implementation approach makes capacity building to the MOE and RSEBs an inbuilt process. As READ TA activities are conducted in consultation and participation of leaders and experts in the education system, capacity building was taking place experientially. Evidence is suggesting that regions are scaling-up READ TA's approaches in MT materials development. An example is the Amhara RSEB that has worked towards developing MT curriculum materials in two regional languages, Himtigna and Awigna, and employing READ TA's approach to reading and writing curriculum materials development. There are also instances in SNNPR where MT curriculum materials development in other local languages benefited from the READ TA approach. The RSEB's actions were attributed to the fact that READ TA transferred knowledge and skills to the RSEBs in the best way possible—by involving RSEBs in the actual material development process, thereby fostering experiential learning.

Efforts in supporting MT instruction with technology require instituting strong support systems to ensure utilization of introduced technology

READ TA employed participatory approaches to identify appropriate technologies and applications to support pre-service MT instruction at CTEs. It also built initial capacity for the MOE, RSEBs and CTEs on the technology package introduced. A tiered support system was also officially instituted to enable MT instructors to access ongoing support from CTE ICT staff, RSEB ICT contacts, and the MOE, depending on the severity of problems encountered. However, READ TA spotted weak links and capacity gaps among segments of the support system that needed to be addressed to ensure the system functions properly. In recognition to this, READ TA organized additional trainings to CTE ICT Officers in practical and theoretical sessions. READ TA has plans to extend ongoing support to further reinforce MOE's and RSEB's capacity to comfortably takeover the technology initiative and sustain it at CTEs.

Training reserve master trainers and teacher trainers to ensure sufficient support

The teacher training conducted in Year 4 left a key message for all actors on the importance of holding effective planning and preparation earlier, providing close follow-up and support, and involving high-level education officials at all levels for better outcomes. The most important lesson, however, was the need to consider training an additional number of Master Trainers and TTs to keep on reserve and deploy in the event of a shortage of trainers.

Engaging external reviewers on material development improves the quality of products produced

Recognizing the quality materials returned after engaging external reviewers while revising MT versions of pre-service course modules, READ TA/FSU engaged external reviewers in revising modules. Modules that went through an external review process were better in a number of way, including aligning the adapted versions of modules with their English versions and ensuring that conceptual deviations were almost non-existent between MT- and English-version modules.

The potential benefit of establishing a pool of MT experts to draw from on workshops

The quality of materials produced for improving reading and writing in MTs hinges upon the competence of the professionals who engage in the material development activity.

Unfortunately, more often than not, the participants sent by regions for material development workshops do not always have the necessary competence to produce quality materials. It is important to create a pool of CTE instructors and RSEB and zone members who can complete the identified tasks with high quality. This could facilitate a more timely completion of activities and avoid quality compromises.

ANNEX A: PERFORMANCE PLAN AND REPORT OF PROGRESS SUMMARY, BY QUARTER

The table below outlines the achieved versus planned progress for the period, disaggregated by gender, geographic area, and other relevant factors.

Table A1. Performance Plan and Report of Progress Summary, Fiscal Year (FY) 2016

Strategic Objective											
Indicator	Data Source	Baseline Data		FY 2016		Quarterly (Q) Status (FY 2016)				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned Target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
USAID Ethiopia's READ Intermediate Result (IR): Improved reading achievement											
READ Sub-IR 1: Reading and writing materials developed an pre-and in-service teacher training delivered as appropriate for primary classrooms											
Number of teachers, educators, and teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with US Government (USG) support	—	—	—	66,000	66,509 (36,439 male)	0	38 (35 male)	66,471 (36,404 male)	0	100.77%	
Number of teachers, educators, and teaching assistants who successfully completed pre-service training with USG support	—	—	—	240	232 (174 male)	0	0	0	0	97%	The number of college of teacher education (CTE) graduating student teachers will be collected in Year 5
Number of textbooks and learning materials developed	—	—	—	16	0	0	0	0	0	0%	Development of English materials is rescheduled for Year 5
READ Sub-IR 2: Improved management and planning capacity at schools; CTEs; and woreda, regional, and MOE level in early grade reading and writing											
No indicators for READ TA											

Strategic Objective											
Indicator	Data Source	Baseline Data		FY 2016		Quarterly (Q) Status (FY 2016)				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned Target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
READ Sub-IR 3: Enhanced community involvement in delivery of quality education											
No indicators for READ TA											
READ Sub-IR 4: Monitoring and evaluation conducted to ensure that implementation are on track and results are achieved											

